DOCUMENT RESUME

ED 122 041 95 CE 006 384

TITLE Career Education Resource Units. Grade: Kindergarten.
INSTITUTION Newark School District, Del.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Mar 76
NOTE 105p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS Behavioral Objectives; *Career Awareness; Career Education; Curriculum Guides; Early Childhood Education; Integrated Curriculum; *Kindergarten; Learning Activities; Resource Guides; *Resource Units; *Science Units; Self Concept; *Social Studies Units; Teacher Developed Materials; Unit Plan

ABSTRACT

The units are intended primarily as resource materials to assist kindergarten teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skill and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There are 13 units which cover topics related to social studies (self-awareness, the community, the school, transportation, the environment, and the family) and three science-related units (food production, marine occupations, and nutrition). Each unit contains the following: an overview, content outline, unit objectives, and a unit description (which provides for each unit objective, criterion-referenced objectives, learning activities, and a list of materials). Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom equipment and materials used in the activities. Evaluation suggestions are included for some units. A list of unit authors and the names of their schools concludes the guide. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

APR 0 9 1976

CAREER EDUCATION RESOURCE UNITS

ELEMENTARY SCHOOL: KINDERGARTEN

ED122041

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE008884

CAREER EDUCATION INSTRUCTIONAL SYSTEM
NEWARK SCHOOL DISTRICT
NEWARK, DELAWARE 19711

ED122041

CAREER EDUCATION RESOURCE UNITS

GRADE: KINDERGARTEN

March, 1976

NEWARK SCHOOL DISTRICT

NEWARK, DELAWARE

Dr. George V. Kirk, Superintendent
Dr. John E. Allen, Deputy Superintendent
Dr. Keith E. Stapley, Assistant Superintendent

NEWARK BOARD OF EDUCATION

Mr. William H. Clark
Mrs. Priscilla W. Crowder
Mr. Randolph Lindell
Mr. Richard B. Nelson
Mrs. Dorothy H. Ross
Dr. George V. Kirk, Secretary

CE008884

CAREER EDUCATION RESOURCE UNITS

Developed by:

Teachers of Newark School District
Newark, Delaware

and the

Career Education Instructional System

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Loren J. Thompson, Project Director
Director of Instruction

Anthony J. Cottone, Project Coordinator

Primo V. Toccafondi, Project Coordinator

TABLE OF CONTENTS

	Page
Grade: KINDERGARTEN	
Foreword	ii
Introduction	iii
A. LANGUAGE ARTS	
B. SOCIAL STUDIES	
1. All About Me	2
2. Community Helpers	7
3. Environmental Control	10
4. Helpers in School	19
5. Hospitality and Recreational Services	24
6. Learning About Me	28
7. Local and Global Communication and Transportation	35
8. My Family	38
9. People in the Family	44
10. People Who Work in the Community	50
11. People Who Work in the School	55
12. Self-Awareness	58
13. The World Around Me	68
C. SCIENCE	
1. Foods From Farm to Table	72
2. Marine Occupations	85
3. Nutrition	90
Appendix A: Unit Author and School	94

FOREWORD

The career education resource units included in this guide have been developed and implemented by Newark School District teachers. These materials are intended to be utilized as resource materials. They can be adapted by teachers seeking ways to infuse career concepts into their existing curriculum, or they may be utilized as complete units.

Career education has rapidly become an educational priority at the national, state, and local levels. Hopefully these resource units will facilitate the integration of career concepts into the K-12 curriculum in a manner consistent with the educational needs of students.

Loren J. Thompson
Project Director

INTRODUCTION

A major thrust of the Career Education Program is to assist students in preparation for a meaningful and successful life of work. The scope of career education begins with educational experiences in early childhood and continues throughout an individuals lifetime.

Initial emphasis of a career education program provides for an awareness of the world of work and direct experiences to motivate the learner's interest. As a child moves through school he increases his familiarity with the world of work and investigates the many options available to him. He then acquires the knowledge and training necessary to obtain meaningful employment or enter a post secondary institution upon leaving school.

The units which appear in these Career Education Resource Volumes were developed by elementary teachers in the Newark School District. The units are organized by grade level. A special volume entitled "Special Programs" has been assembled for programs appropriate for multi-grade activities.

The function of these units is to serve as a guide for teachers who are interested in adapting aspects of career education to their curriculum. They are intended to be utilized primarily as resource materials that can assist teachers in identifying units into which career concepts can be infused, and also in identifying instructional activities that correlate basic skill and career education objectives.

Components of each volume include introductory information which includes the district definition of career education and career program goals, the instructional unit, and a listing of the teachers who developed the materials along with the school where the materials were field tested.

Rationale for Elementary Career Awareness:

The child in his early years is in the process of defining roles; family roles to enable him to differ between father and mother; community helper roles which help him identify the mailman, the grocer, the truck driver and so on. The Awareness Phase can capitalize on this natural process of job identification in children, and help develop a sense of the great number of job opportunities available to adults. The Awareness Phase provides a broad base of reference which the child can use to narrow his choices of career possibilities and follow those choices in greater depth during his adolescent life.

Responsible attitudes toward work must be cultivated during the formative stages of development; the early years of a child's school life. His feelings toward himself and others, his dependability, his perseverance, his promptness, and the other fundamental building blocks of his character are formed during this early period. No matter what job the child eventually chooses, these positive attitudes will help assure success.

Occupational aspirations and positive work attitudes are important aspects of an Awareness Program, but they are of little real value without the basic skills of communication and computation, and the ability to think clearly. Since these basic skills are presently a fundamental part of an elementary school program, the Awareness Phase of career education begun at this level, will help knit these basic components together to give each child a first step on the way to a meaningful and satisfying career pursuit.

Definition of Career Education:

Career education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Goals for Elementary Career Awareness:

GOAL 1: TO DEVELOP IN PUPILS POSITIVE ATTITUDES ABOUT THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK.

SUB GOALS: To develop in pupils an awareness that:

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.

GOAL 2: TO DEVELOP EACH PUPIL'S SELF-AWARENESS.

SUB GOALS: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.

2. People have differing abilities, values, attitudes, and interests; and occupations differ in their requirements and prospects.

3. Understanding and accepting oneself is a continuing developmental process which is influenced by experiences throughout life.

4. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: TO DEVELOP AND EXPAND THE OCCUPATIONAL AWARENESS AND OCCUPATIONAL ASPIRATIONS OF THE PUPILS.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need some skill or training.

2. All people can and should contribute their talents and capabilities to the world of work.

3. People should adapt to technological and sociological changes which create or eliminate work.

4. Environmental and cultural factors determine the kinds of work available.

5. Man's work affects his way of life.

GOAL 4: TO IMPROVE OVERALL PUPIL PERFORMANCE BY UNIFYING AND FOCUSING BASIC SUBJECTS AROUND A CAREER DEVELOPMENT THEME.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.

2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.

3. Acquisition of fundamental competencies is necessary for future skill development.

4. Communication skills developed through basic subjects can lead to better interaction and job understanding.

5. Successful learning experiences in basic subject areas are fundamental to achieveing career interests and making adequate decisions.

6. Variety in depth and types of skill development effects interdependency among people.

SOCIAL STUDIES

Unit Title: ALL ABOUT ME

I. Unit Overview: It is important that the kindergarten child formulate a good self-concept and develop a sense of identity. He comes to accept his assets and abilities. And he will recognize and accept that everyone is a unique individual with varying skills and strengths. As he grows he will become increasingly aware of his feelings and he becomes sensitive to the feelings of others.

II. Unit Content Outline:

A. Physical Appearance and Characteristics
   1. Identifying body parts
   2. Body awareness through movement

B. Identity
   1. I have a name
   2. I can tell you about me - values

C. Emotions
   1. Expressing feelings - orally and pictorially
   2. Social development - attitudes towards others.

III. Unit Objective: The student will show that he is an individual with personal worth and dignity.

IV. Unit Description:

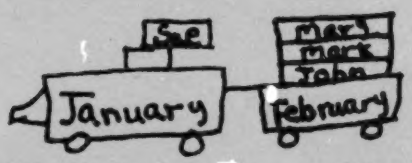
A. Criterion-Referenced Objectives: The student will be able...
   1. to describe orally what he looks like when looking in a mirror.
   2. to locate and point out a picture of himself on a bulletin board that has a picture of everyone in the class.
   3. to recognize his name in print by raising his hand when he sees his name card held up.
   4. to draw a picture of himself using his crayons and designate orally individual characteristics of himself.
   5. to dictate a story to the teacher describing what makes him a special person.
   6. to act out a scene displaying each of these emotions: happy, sad, mad.
   7. to draw a picture of his pet, his favorite T.V. show and his favorite toys and dictate a description of each picture.
   8. to identify by name, children in the room given specific physical characteristics by the teacher.
   9. to draw a picture and then dictate a sentence describing how he feels when he is happy, sad, and mad.

B. Learning Activities:

1. Make an All About Me book. This is a booklet made by each student of mimeographed sheets. Each day the student may add a new page by creating a drawing that depicts the page title.

   This is a picture of me (attention to hair, eyes, how many hands, feet, toes, etc.)
   I am a special person because...
   I am when...
   I am when...
   I am when...
   This is my favorite T.V. show.
   These are my favorite colors.
   These are my favorite foods.
   These are my favoite toys.
   When I grow up I want to be...
   I had a dream about...
2. Select one child everyday to be "star of the day". That person leads all activities. At the beginning of the day he will sit in the middle of the group and each person will tell the rest of the class something they like about this person.
3. Who am I? This is a bulletin board composed of a photograph of each child in the class. The children will be able to use it to locate and name the children in his class.
4. Me. Puppets - The child may trace a puppet figure onto construction paper and add details used crayons. Then paste a straw or tongue depressor for a holder. Have a puppet theatre available so the children can act out their feelings and thought.
5. Silhouettes - Using a bright light the teacher traces the child's silhouette onto black paper.
6. Life-size figures - The child lies down on a piece of butcher paper. Teacher or another child traces around the child. The child colors his own figure using a mirror as a guide to details.
7. Cut ovals out of oaktag or manilla paper. The child makes his own face using crayons and yarn.
8. Teach the game "I Spy". Example: I spy someone in this room wearing a green dress. The child who guesses correctly, can be the leader (spy)
9. Handprint - Pour plaster of paris into a pie pan and have the child make his hand print in the wet plaster. Have the child trace around his hand using a crayon onto plain paper.
10. Make a footprint mural. Have every child who wishes dip his feet in paint and then walk across a sheet of butcher paper.
11. Teach song - Hap Palmer's song "What is Your Name?".
12. Teach song - Hap Palmer's song "What are You Wearing?".
13. Chalkman - Teacher creates a figure on the blackboard from class input. As the child mentions a characteristic the teacher adds it to the figure.

14. Movements to create sureness of body parts.
    Looby Loo
    Simon Says
    Mother May I?
    Hokey Pokey
15. Make a T.V. set out of cardboard box. Have the child talk into a microphone and record a conversation of him describing himself.
16. Talent show - one at a time a child gets up and shows the class something he can do or possesses that is special.
17. Weigh and measure each child. Record with child's help the information on a bargraph. Use a graph as a source of comparison to identify individual differences. (Utilize metric system in addition.)
18. Listen and learn the song "Sing" by the Carpenters. Point out that everyone is good.
19. Listen to the album Free to be You and Me. Discuss how everyone is unique.
20. Imitate body movements to rhythms. Listen to the record "In the Hall of the Mountain King" Peer Gynt Suite by Edward Grieg. Then have the children move freely to the music.
21. Birthdays are very special to young children. Make a birthday train and have each child put his name on the car for his month.



22. The Other Me - Have a center with mirrors, wigs, mustaches, earrings, glasses and masking tape to the child can create new personalities.
23. How do you feel? This is a bulletin board showing pictures of different emotions that the child cuts out from magazines.
24. Teach song "If Your Happy and You Know It". The class can act out feeling while singing.
25. Make a feeling book. Have each child cut out pictures from magazines depicting various emotions. Have a happy page, a mad page, a sad page, a surprised page, etc. After the pictures are pasted on the appropriate pages, put together in book form. Discuss why the person in the picture may feel that way.
26. Roleplay the nursery rhyme of Little Miss Muffet. How does she feel?
27. Have children describe orally feelings. Use the Peabody Family Cards as stimulants.
28. Have children cut out a shape from a magazine or a piece of construction paper that represents (sadness, happiness) in the color that represents that emotion. Further extend this activity by having the child dictate a story to express his feelings.

29. Art Activities (See Art Curriculum in Career Education).
    1. Collage of self using crayons, paper, yarn and fabric.
    2. Mobile with a composite drawing of things that are meaningful and important to the child.
30. Cut out pictures of facial expressions. Play the copy cat game. The child pretends to say what the person in the picture might say.
31. At the beginning of the school year, have each child tape a description of himself (his likes and dislikes, what he can do, how he looks, etc.) Periodically, at the end of this unit and the middle and end of the year, have the child record again his feelings. Let him hear himself and see if he can point out any differences in his statements.

C. **Materials:**

Teacher References

1. DUSO (American Guidance Services) Units I-III, Unit VIII-D
2. Peabody Kits - Levels I and II.
3. Learning About the World, Teacher's Edition, Kindergarten Boston: Allyn and Bacon, 1970.
4. Compton's Prencyclopedia, Vol 1, 3, 4, 5, 9, 11, 12, 14, 15, 16.
5. How About Your? Charts, Ginn Heath Education 1, 2, 6, 8, 17, 25, 26, 30.

Children's Books

1. Aliki, The Wish Workers, New York: Dial Press, 1962.
2. Alexander, Martha, Bobo's Dream, New York: Dial Press, 1970.
3. Anglund, Joan, Love is a Special Way of Feeling, New York, Harcourt, Brace, and World, 1960.
4. Anglund, Joan, A Friend is Someone Who Likes You. New York, Harcourt, Brace, and World, 1958.
5. Beim, Jerrold, The Smallest Boy in the Class. New York, William Morrow and Company, 1949.
6. Borten, Helen, Do You Move as I Do? New York, Abelard-Schuman, 1963.
7. Browner, Richard, Everyone Has A Name. New York, Henry Z. Walk, Inc., 1961.
8. Craig, M. Jean, What Did You Dream? New York, Abelard-Schuman, 1964.
9. Geddes, M., I Like to Be Me. New York, The Viking Press, 1963.
10. Greene, Carla, I Want To Be... Series, New York, Children's Press.
11. Heide, Florence, How Big Am I? New York, Follett Publishing Company, 1968.
12. Krauss, Ruth, The Growing Story, New York, Harper and Rau, 1947.
13. Lopshire, Robert, I Am Better Than You! New York, Harper and Rau, 1968.

14. Miles, Betty, Having A Friend , New York, Alfred A. Knoph, 19[illegible]
15. Powell, M. and Yokubinan, G., What to Be? Chicago, Children's Press, 1972.
16. Schlein, Miriam, Who? New York, Henry Z. Walck, 1963.
17. Jacobs, Leland, All About Me, Champaign Illinois, Garrand Publishers Company, 1971.
18. Yudell, Lynn, Make a Face, Boston, Little, Brown and Company, 1970.

Filmstrips

1. Who Are You? SVE (FS 843)
2. What Do You Like To Do? SVE (FS 844)
3. Follow the Rainbows, Catch the Colors. (FS 807)

Filmstrips and Cassette Kits

1. Understanding Yourself SVE (FSC 22)
2. Getting to Know Me. SVE (FSC 3)
3. The Lollipop Dragon SVE (FSC 20)
4. Teaching Children Values Eye Gate (FSC 19)
5. Patterns of Behavior Eye Gate (FSC 15)
6. Tales of the Wise Old Owl SVE (FSC 18)
7. Career Awareness QED

Records

1. Hap Palmer — Learning Basic Skills Through Music- Vol. I, II, III.
   Action Songs and Rounds
   Getting to Know Myself
   Greative Movement and Rhythmic Experienc
   New York: Educational Activities, Inc.

2. Anne Barlen — Dance-A-Story Records RCA
   The Toy Tree
   At the Beach
   Brave Hunter
   Flappy and Floppy

3. Bowmar Series for Creative Movement
   The Harbor and the Sea
   A Summer Day of the Farm
   A Springtime Walk
   Sights and Sounds

Unit Title: COMMUNITY HELPERS

I. Unit Overview: After the kindergarten child is introduced to the world of work through investigation of the working life of his family, he then learns something of the workers who he encounters at school and who come to his home or work in his neighborhood and how they affect his way of life.

II. Unit Content Outline: NONE

III. Unit Objective: The student will identify neighborhood workers and how they help him.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will...
1. Be able to name three neighborhood helpers.
2. Draw a picture of the duties of two of the neighborhood helpers discussed in class.
3. Describe orally the job of one neighborhood helper and he or she helps the child.

B. Learning Activities:
1. Large cardboard community helper to stimulate discussion.
2. Have the bus driver and crossing guard come and talk to the class about their jobs and how the children can help them.
3. Set up house corner as various neighborhood trades-police station, fire station, barber shop, beauty shop, gas station, etc.
4. In art class the children will paint pictures of his or her neighborhood around the holidays.
5. The following activities are outlined according to the neighborhood helper.
   A. Postman
      1. "The Blue Letter" p. 240 Learning About the World Teacher's Manual.
      2. The Postman Song - Making Music Your Own
   B. Policeman
      1. Dramatize situations. The child is lost and the policeman wants to help him. Emphasize the importance of knowing your full name and address. Pretend you are a policeman directing traffic, etc.
      2. Make a traffic light from a rectrangular piece of black construction paper and red, yellow and green curls. Paste them on the paper and talk about the meaning of each shape.
      3. Have a policeman come and visit the classroom to discuss his job and how we can help him. Also, ask him to bring his police car so that the class can see how his siren works and what else is inside the car.

C. Fireman
1. Teach songs, Ding, Ding, Ding Here Comes the Fire-truck and Fire, Fire, Fire Hear the Siren Blowing.
2. Take a walk down a neighborhood street and locate a fire hydrant. Discuss how the fireman uses it.
3. Observe the fire boxes in the school. Talk about fire drill procedures.
4. Teach fingerplay of "Ten Little Firemen" p. 249 Teacher's manual Learning About the World. Talk about the duties of a fireman.
5. Have a box which includes firefighting equipment available for children to use in dramatic play.
6. Learn safety rules for matches (p. 249) Teacher's manual Learning About the World.
7. Have a fireman come and visit. Have him bring a truck so that the children can explore it.
8. Make construction paper fire hats for Fire Prevention Week (1st part of October).

D. Dentist
1. Have a dentist or dental hygenist come and talk to the children about the importance of their job.
2. Use How About You Chart #22.

E. Doctor
1. Have a doctor come visit and bring his medical bag. Have him explain why he uses certain instruments.
2. Draw a picture of how the doctor helps you.

C. Materials:

Teacher References
1. How About You? Charts
2. Compton's Young Children's Prencyclopedia Vol. 4,5,10,11,12.
3. Learning About the World, Teacher's Manual, Allyn & Bacon.

Children's Books
1. Barr, Jene, Fireman Fred, Chicago, Albert Whitman & Co., 1959.
2. Barr, Jene, Policeman Paul, Chicago, Albert Whitman & Co., 1952.
3. Burton, Virginia, Mike Mulligan and His Steam Shovel, Boston, Haughton-Mifflin Company, 1937.
4. Davis, Mary, Careers in the Medical Center, Minneapolis, Lerner Publications, 1973.
5. Evans, R., I Know a Truck Driver, New York G.P. Putman's Sons, 1970.
6. Lenski, Lois, The Little Fire Engine, New York, Henry Z. Walk, Inc., 1946.
7. Searey, Richard, What People Do All Day? New York, Random House.

Filmstrips:
1. The Fireman SVE (FS 705)
2. The Fireman SVE (FS 387)
3. What do you think about helping your community?
4. The Story of Firefighting in America.

Filmstrips and Cassettes:
1. Smokey the Bear Meets Little Marey SVE (FSC 52)
2. The Fable of Freddy Fire
3. Our Neighborhood Helpers (FSC 48)

Records:
The Story of Old Mack (story of a fire truck) Golden Records.

Pictures:
My Community
Health and Cleanliness
Fireman (p. 20)

Acknowledgement

Sarah S. Van Camp for information given in U. of D. course CDF 222.

Unit Title ENVIRONMENTAL CONTROL

I. Unit Overview: The unit Environmental Control proposes to introduce at the kindergarten level an awareness of OUR immediate environment, that careers and work people do influence this environment. To provide an awareness that an A person is concerned with controlling those forces and conditions which will influence the environment for ourselves and others.

II. Unit Content Outline:

A. Introduce our immediate environment
1. Our self (individual well being)
2. Our family (individual home responsibility)
3. Our school (individual as part of classroom organization)
4. Our local community (individual needs supplied)

III. Unit Objectives:
1. Our Immediate Environment - The student will be able to discuss orally, people and places that make up his immediate environment.
a. Ourself - The student will be able to demonstrate ways his personal environment influences his well-being.
b. Our Family - The student will be able to distinguish his individual role as an influencial member of his home environment.
c. Our School - The student will be able to demonstrate his individual responsibility as a member of the classroom environment.
d. Our Local Community - The student will be able to recognize his dependence of the local community environment for his individual needs.

IV. Unit Description:

Unit Objective #1: Our Immediate Environment - The student will be able to discuss orally the people and places that make up his immediate environment.

A. Criterion-Referenced Objective:
1. The student will be able to recite by career, work people do, and/or individual name (when possible) at least five (5) persons they know that are part of their immediate environment of self, family, school and local community.

B. Learning Activities:
   1. Self - Student is provided a situation from time to time during the first week or two of school to select another person and tell how/why he knows that person. Suggestions:
      a. Person is best friend (social studies). Group discussion on the interdependence of each other for companionship, understanding, etc.
      b. Person likes some song (music). Group sings or perhaps learns a song to be lead by the student.
      c. Person has same kind of pet (science). Discussion on how pets like all living things need nourishment and love.
      d. Person likes same game (gym). Discussion on rules of game to group and person starts by being "it".
      e. Person likes same T.V. show (language arts). T.V. show title is written on board followed by discussion on how we often recognize person, places and things by words. Also importance of speaking clearly.
   2. Family - (art) Students are supplied material to draw themselves in relation to place in family. Teacher helps student identify and label each family member.
   3. School - (social studies) Student is provided opportunity to examine at least five (5) types of equipment used by school personnel and associate the names and work these people do in the school.
   4. Local Community - (math) Students are provided opportunity to relate the number of times, number of things they can carry, number of things something has or uses that is a product or service from the local community.

C. Materials:
   1. Chairs arranged for various group discussions.
   2. Music books and piano.
   3. Flannel board to mount pictures, labels and numbers.
   4. Chalk board materials for writing student reactions.
   5. Construction paper and crayons.
   6. School Equipment
      a. Chalk and erasers - teacher (name)
      b. Basket ball - gym instructor (name)
      c. Music book - music instructor (name)
      d. Paint and brushes - art instructor (name)
      e. Cooking utensils (pots and pans) - Cafeteria worker (name)
   7. Numbers pictures of pets and people to mount on flannel board beside things mentioned in various group discussions.
   8. Study prints
      a. Neighborhood Friends and Helpers, pages 341.42.
      b. School Friends and Helpers, pages 372.2
      c. Super Market Helpers, pages 658.87.

9. Filmstrip
   a. Who are you? 371.42
   b. Going to School is fun. 371.8
10. Games - Simon "Says..."

Unit Objective #1a: Our Self - The student will be able to demonstrate ways his personal envirnoment influences his own well-being.

A. Criterion-Referenced Objective:
   1. Our Self - The student will be able to demonstrate ways his personal environment influences his own well-being by performing successfully personal objectives provided in an individual folder.

B. Learning Activities: An individual folder is provided for each student containing sheets of paper with name and objectives listed and space provided for, indicating with an X, times where it is apparent, the student has successfully shown evidence of performing these objectives. The folder could be possibly titled Things That Help Me Be Me. This can be a year's activity to be reviewd from time to time.

   Objectives:
   1. I know I am a person (art and language)
      a. Student is provided material to make life size cut-out of himself. Color and fill in with individual details such as hair, color of eye, etc.
      b. Discuss appropriate words to describe himself, such as a boy or girl, tall or short, slim or stout, etc.
      c. Student will tell ways he is different from other living or non-living things by the way he lives and acts.
      d. Student explains from a series of pictures with people at work, what makes people different from things they may see in the pictures.
   2. I know I grow and change (math)
      a. Student is helped to measure his height and weight in metric units (can be done several times a year).
      b. Student brings in baby pictures and perhaps others can try to match picture with now individual.
      c. Student discusses ways he, and an older brother or sister have and/or will change as they grow.
      d. Student discusses possible career role or work he knows that he may choose as he grows up, as related to growth.
   3. I know I have different feelings (language)
      a. Student uses dolls or puppets for role-playing of situations which exemplify feeling - of joy, satisfaction, anger, fright, sorrow, surprise, etc.

b. Student tells of personal experiences and how he felt.
c. Read stories to student and provide opportunity to determine mood of situation and/or feelings of story characters.
d. Use classroom and/or playground experiences to illustrate how feelings can often determine the way people act.
e. Discuss feelings student has toward different home and school chores he has and why. Include how feelings often determine how well a job is done. Discuss feelings parent may have toward their career or type of work in relation to attitudes.

4. I know how my senses help me. (science)
   a. Student given opportunity to understand that he can recognize and enjoy life most by experiencing things the sense of touch, taste, smell, hearing and sight.
      1. Blind fold games:
         a. Touch-Discovers things have size, shape, and form by using only their hands.
         b. Hearing - Discover where you are or what is happening only by sounds.
         c. Taste-Discover things have individual taste such as sweet or sour.
         d. Smell- discover smells are odors.
      2. Sight game such as hide and seek.
   b. Discuss with student how senses can be important for his health and safety. Dangers:
      1. Siren (sound)
      2. Flashing lights (sight)
      3. Unpleasant odor (smell)
      4. Harmful medicine(taste)
      5. Sharp objects, temperature (touch)
   c. Student given opportunity to discuss how senses relate to careers and work people do.
      1. Musician - sight (read music) sound (right pitch and key)
      2. Pet store worker - touch(handling animals)
      3. Cafeteria - cook (taste)
      4. Mechanic - sound (smooth running) touch(handling tools)
      5. Secretary - sight (read letters) touch (keys on typewriter)

5. I know I need good health habits (science and health)
   a. Arrange visit with school nurse to explain importance of cleanliness and personal hygiene habits for "germ control".
   b. Student can demonstrate by selecting from a collection of personal hygiene articles the need and use of these things for "germ control".
   c. Student can with teacher's help make a list of typical day's activities to illustrate importance of rest and exercise.

.. Student prepares a healthy snack to demonstrate a balanced diet.

e. Student draws a picture of himself getting ready for school to illustrate his role and responsibility for good health in selection of proper clothing, washing, brushing teeth, breakfast, etc.

f. Student role plays visit to person or persons whose careers are related to good health (doctor, dentist, nurses, etc.).

6. I know I can do many things myself (awareness)
   a. Student selects, looks at and returns a book by himself.
   b. Student uses facilities for personal hygiene on his own.
   c. Student selects an individual game or toy, uses and returns it by himself.
   d. Student deliveries or picks up something from another classroom or other part of the school on his own.
   e. Student gets himself ready to leave the school without help.
   f. Students paint a picture in several different colors, sings a song, recites a poem, etc., by himself.
   g. Students dress up as a career related person and role-plays the work of that person on his own.

7. I know I can do many things with others (cooperation)
   a. Student takes active part in group game for enjoyment of all.
   b. Student adds his picture painting to the bulletin board showing the part he plays in a group game such as baseball or a guessing game.
   c. Students take active parts in planning a health snack. (Brings in or makes something for snack.)
   d. Student works with others building a cardboard house or other class project.
   e. Student discusses types of workers needed for a real house to be built.
   f. Discussion on why somethings and not others can be done alone.

8. I know I can depend on others (interdependence)
   a. Student selects pictures that shows things for which he depends on from his parents (food, clothing, home, etc.)
   b. Student discusses ways other student help him clean up the room.
   c. Student role-plays person he goes to when needs help. Lost - Policeman, toothache - Dentist, Sick - Doctor, etc.

9. I know others depend on me (dependability)
   a. Student discusses his importance as a member of the team for the game of Dodge Ball.
   b. Student makes a clock face and demonstrates the times others depend on him starting a meal, starting a lesson, feeding his pet, etc.

c. Student discusses his part in building the cardboard house or other class project. (science)
d. Student selects from a group of pictures or objects those which shows something missing or broken because someone did not do their job. (social studies)
e. Student draws a picture showing a happy face on a person that depends on his cooperation. (Teacher-follows direction, etc.)

10. I know I must be considerate of others
a. Student lists and discusses where and when it is important for taking turns. (drinking fountains, games, etc.)
b. Student role-plays situations which exemplify different kinds of manners. (shows situations for "Please and Thank You", etc.
c. Student discusses, reads stories, filmstrips, etc., showing how pollution changes the environment because people are not considerate. (parkland unusable because of fire or clutter, etc.)
d. Student introduce the importance of "Smokey the Bear", and other similar characters that remind us of the need for individual concern to protect the environment. (science)

C. Materials:
1. Folder for each student
2. Papers with objectives listed
3. Large sheets of paper for individual cut-outs
4. Crayons, scissors, paste, cardboard, play dough, etc.
5. Paint and brushes
6. Metric measuring tapes
7. Scales
8. Student photographs
9. Dolls and/or puppets
10. Objects for lessons on the senses
a. Touch - (oranges, apples, screw driver, hammer, etc.)
b. Sound - (record, children's world of sound)
c. Taste - (lemmons, candy, salt, sugar, etc.)
d. Smell - (flowers, baked goods, vinegar, etc.)
e. Sight - (bread, apple, sponge, stones, etc.)
11. Articles for "Germ Control"
a. Toothbrush
b. Soap
c. Shoe brush
d. Comb
e. Wash cloth
f. Towel
12. Career Center - Dress up clothes, uniform pants, tools, or equipment.
13. Resources people - school nurse, school custodian, etc.
14. Filmstrips: "What do you like to do" 371.42
"Series on the Senses" 611
"Sharing with others" 371.8
"Sticking with your Job" 371.8

Unit Objective #1b: Our Family - The student will be able to distinguish his individual role as an influencial member of his home environment.

A. Criterion-Referenced Objective:
   1. Students will be able to distinguish his individual role as an influencial member of his home environment by providing examples of how the family provides his personal needs and desires.

B. Learning Activities:
   1. Student shows in an outline drawing his house, the location of his personal things (bed, clothes closet, toy chest, TV-seat, location for meals, etc.) (art)
   2. Student picks and counts things from catalogue which family provided for him to come to school. (shoes, sweater, pencil, shirt, coat, etc.) (math)
   3. Student discusses special things family does for his birthday (mother makes or buys cake, father buys gift, brothers and sisters sing happy birthday, etc.) (language)
   4. Student with aid of teacher lists things he is asked or does when family goes on a trip. (language)
   5. Student brings in snap-shots with he and family members of things they did or places they have been to arrange on bulletin board display entitled Me and My Family. (language arts)
   6. Student discusses and/or role-plays how family members react when there is something he especially feels he needs or wants to do and others don't agree. (language arts)
   7. Student looks at books and has stories read about different kinds of work parents do to provide the means for his desires and needs. (language)

C. Materials:
   1. Art materials for making house outline
   2. Photographs of family activities
   3. Filmstrips
      a. Family Helpers, 371.42
      b. A Family Shopping Trip, 658.87
   4. Study Print
      a. School Friends and Helpers, 672.2
   5. Clothes for dress-up
   6. Books on Variety of Careers.

Unit Objective #1c: Our School - The student will be able to demonstrate his individual responsibility as a member of the classroom evnironment.

A. Criterion-Referenced Objective:
   1. The student will be able to demonstrate his responsibilities as a member of the classroom environment by successfully performing individually assigned tasks or duties.

B. Learning Activities:
   1. Student performs various classroom jobs at different times as "room helper". (counts and places chairs in correct place and order, counts and distributes project materials and puts away, distributes cookies, notes how many are left, recognized time for special class activities, etc.) (math)
   2. Student uses skills learned in "special classes" in classroom activities.
      a. Art - pictures of self in classroom in relation to colors, location, size, number, etc.
      b. Music - sing with group in relation to loud and soft, fast and slow, high and low, etc.
      c. Gym - group activities: working in the hall, running a game, marching to a song, balance of a beam, left and right, etc.
   3. Student makes hat or label tag of job title when performing various duties (language)
   4. Student discusses importance of his responsibility when performing a particular task. (language)

C. Materials:
   1. Room helper chart
   2. Art materials
   3. Filmstrips
      a. Going to School is Fun, 371.8
      b. School Helpers, 371.6
   4. Study Prints
      a. School friends and Helpers, 373.2

Unit Objective #1d: Our Local Community - The student will be able to recognize the dependence of the local community environment for his individual needs.

A. Criterion-Referenced Objective:
   1. The student will be able to recognize his dependence of the local community environment for his individual needs by providing examples of how he uses the community resources.

B. Learning Activities:
   1. Student cuts out of magazine or draws picture of how he uses local park for fun, fresh air and sunshine. (art)
   2. Walking trip (if possible) to look at facilities of park. Discussion on how equipment got there and jobs of people responsible for taking care of park.
   3. Student places carton representing his house in sand box or cardboard outlining the main community streets. Discuss importance of streets and sidewalks for getting to and from places, directions, names, numbers, etc. (social studies)

4. Student shows class something he is wearing, or using and explains about visit to department store. Student role-plays with help of others, people and work they may do in a local department store. (clerks, cashiers, manager, store detective, etc.) (language)
5. Student places department store in sand box or on cardboard map. (how do you get there? walk, ride bike, car,train, plane, etc.) These activities can be continued with other business or services.
6. Student tries to associate a career or kind of work another student has in mind by asking key question. (does the person use certain tools? Does he or she wear a uniform? Does he or she work outside?, etc.)
7. Student discusses things about careers and kinds of work he learned which he liked and things he did not like (attitudes)

C. Materals:
1. Crayons, paint, brushes, paper for pictures
2. Large cardboard
3. Various size cartons (milk, etc)
4. Sand box
5. Clothes and things from career center
6. Walking trips to local places of business
7. Filmstrips
   a. Community Helpers, 352
   b. Our Neighborhood Stores, 658.87
8. Study Prints
   a. Fire Department Helpers, 614.84
   b. Hospital Helpers, 362.1
   c. Super Market Helpers, 372.2
   d. Keeping the City City Clean and Beautiful, 628.4
9. Books on...I Want to Be...Series

Unit Title: HELPERS IN SCHOOL

I. Unit Overview: The student's early success in school is dependent upon his total involvement with members of the school community. This would include the ability to comfortably interact with peers and workers in the school. The student learns about the responsibilities of the school workers. The student learns that the effectiveness of the school program depends upon the student's acceptance of personal responsibility. This unit will be taught at the beginning of the year for two weeks to approximately sixty children.

II. Unit Content Outline:
   A. School Workers and their jobs
      1. Librarian
      2. Nurse
      3. Cafeteria
      4. Custodian
      5. Teacher
      6. Principal
      7. Bus Driver
      8. School Secretary
      9. Classroom Aides
   B. Students Relationship with school workers.
      1. Understanding the roles of each school worker.
      2. Understanding the interdependence of school workers and students.
      3. The interaction of the school workers and the students.

III. Unit Objectives: The student will be able to...
   1. recognize the different school workers.
   2. describe the different roles of the school workers.
   3. orally discuss the interdependence of the school workers and students.
   4. interact with the different school workers.

IV. Unit Description:

Unit Objective #1: The students will be able to recognize the different school workers.

   A. Criterion-Referenced Objective:
      1. The student will be able to orally state at least five (5) school workers.
      2. Given a set of pictures of school workers and a set of cards with the names of the school workers, the student will be able to match the two sets.
      3. Given a set of study prints of school workers and photographs of actual workers in the school, the student will be able to match the sets.
      4. On a walking tour of the school building, the student will be able to identify where each school worker works.

B. Learning Activities:
1. Have pictures of school helpers displayed in classroom.
2. Introduce the school workers.
3. Make word cards.
4. Take photographs of actual school workers.
5. Make arrangements for a walking tour of the school building.

NOTE: All learning activities are related to all of the CRO_2

6. Film - Safety coming to school
7. Books-
   a. Miss Terry at the Library
   b. Let's go to the Library
   c. At the Library
   d. Ramon's Adventures in the Library
   e. Isabelle and the Library Cat
   f. Read about the School Nurse
   g. Big Red Bus

C. Materials:
1. Picture- story study prints set.
2. Sentence strips for word cards.
3. Camera and film.

Unit Objective #2: The students will be able to describe the different roles of the school workers.

A. Criterion-Referenced Objectives:
1. Given a prop box full of tools and materials the different school helpers use, the student will be able to pick out the proper tools and materials for a specific school helper.
2. The student will be able to set up a facsimile of a cafeteria in a learning center.
3. The student will be able to design and construct a mock bus set up using equipment available in the classroom.
4. The student will be able to demonstrate at least three responsibilities of the bus driver by acting out the role.
5. The child will be able to match the name of the helper's job with the helper's name.
6. Given a group of pictures of nine (9) school helpers, the student will be able to classify the pictures into appropriate catagories according to the room in which they work.

7. Given nine (9) pictures of school helpers, the student will be able to place the proper tools and materials in front of the right picture.
8. Given four (4) tools of a specific helper and one miscellaneous tool, the student will be able to point out the tool that doesn't belong.
9. Given a dot to dot picture numbered one (1) to ten of a school helper's tool, the student will be able to complete the picture and identify the school helper who uses the tool.
10. Given a set of pictures numbered on the back from one (1) to ten, the student will be able to put the pictures in numerical order.
11. Given nine (9) shoe box models of the school worker's place of operation and pictures of school workers, the student will be able to put the worker's picture in the appropriate model.

B. Learning Activities:
1. Create a prop box containing tools and materials which are appropriate for each school helper.
2. Gather materials to be used in a center for a cafeteria.
3. Set out materials to be used in setting up a bus situation.
4. Discussion on how to role-play the duties of the bus driver.
5. Make a vocabulary chart of all of the new words learned concerning the school helpers and their duties.
6. A language experience story centered around what helper the student would like to be if he was a helper in the school.
7. Set out art materials for the student to create pictures of the school helpers.
8. Make sets of cards with helper's name and their job.
9. Take pictures of the helpers in the school.
10. Make dot to dot pictures of the different school helpers tools.
11. Make shoe box models of the different school helpers place of operation.
12. Film - Manners at School
13. Books -
    a. Tell Me Some More
    b. The Library Mice
    c. I Want to be a Nurse
    d. I want to be a Bus Driver

C. Materials:
1. A box with a lid for props.
2. Appropriate tools and materials for each school helper.
3. Utensils the student uses in a cafeteria.
4. Butcher paper
5. Art supplies

6. Chart tablet
7. Camera and film
8. Film listed above
9. Books listed above
10. Sentence strips
11. Ditto masters
12. Shoe boxes
13. Old magazines

Unit Objective #3: The students will be able to orally discuss the interdependence of the school workers and the students.

A. Criterion-Referenced Objective: The student will be able...
   1. to verbally list at least three (3) ways specific school helpers help him.
   2. to dictate a language experience story about how a specific school helper helps him.
   3. to role-play with another child the interdependence of a specific worker and student. The other students will guess which helper is portrayed.
   4. to state verbally at least three (3) rules to follow in the library.
   5. to state verbally at least three (3) ways the student can help the custodian.
   6. to state verbally at least three (3) ways he can help the teacher in the classroom.
   7. to state verbally at least three (3) rules to follow when going to and getting on the bus.
   8. to state verbally at least three (3) rules the principal wants him to follow when he is in the school building.
   9. to state verbally at least three (3) rules to follow when going to the nurse's office.
   10. to state verbally at least three rules to follow when in the cafeteria.
   11. to state verbally at least three responsibilities the school secretary has.

B. Learning Activities:
   1. Set up classroom for role-playing situations.
   2. Language experience stories about how the school worker helps the student.
   3. Language experience stories about how the student helps the school worker.

C. Materials:
   1. Chart tablet
   2. Sentence strips

Unit Objective #4: The students will be able to interact with the different school workers.

A. Criterion-Referenced Objectives: The student will be...
   1. able to go with a small group and conduct an informal interview with a specific school helper.
   2. able to role-play with his group the school helper interacting with children. This would be the helper he helped interview.
   3. able to go find a specific worker's place or operation.
   4. able to draw a picture of a specific worker interacting with the students.
   5. Given materials in the classroom learning centers, the student will be able to demonstrate activities which depict different school helpers interacting with students.
   6. The student will be able to dictate a language experience story about his interaction with a specific school worker.

B. Learning Activities:
   1. Make arrangements for small group interviews.
   2. Create environment in the classroom for role-playing.
   3. Make arrangement for individual students to find school workers place of operation.
   4. Provide art materials for pictures of school helpers.
   5. Provide equipment in various learning centers for role-playing.
   6. Language experience stories
   7. Books -
      a. Mike's House
      b. I Want to be a Librarian
      c. I Know a Librarian

C. Materials:
   1. Chart tablet
   2. Art materials

D. Evaluation:

The students will be able to create a class book containing all of the pictures and language experience stories they have completed through the unit. The material in the book would show that the students understand the importance of the school helpers. They will be able to recognize the different school workers. They will be able to understand what the school workers do.

The finished book will be displayed in the school library.

BIBLIOGRAPHY

1. Barr, Jene, Miss Terry at the Library, Whitman,1962.
2. Bason, Lillian, Isabelle and the Library Cat, Pathrop, Lee and Shepard, New York, 1966.
3. Bonsall, Crosby Newell, Tell Me Some More, Harper and Row, 1961.
4. Buchheimes, Naomi, Let's Go to the Library, Pubman, 1957.
5. Colonius, Lilian, At the Library, Melmont Pub., 1954.
6. Greene, Carla, I Want to be a Librarian, Children's Press, 1960.
7. Greene, Carla, I Want to be a Bus Driver, Children's Press, 1957.
8. Lorton, Mary Baratta, Work Jobs, Addison Wesley, Mass., 1972.
9. Sanders, Ann, The Library Mice, Ariel Books, 1962.
10. Society for Visual Education, School Friends and Helpers.
11. Saver, Julia Lina, Mike's House, Viking, 1954.
12. Voight, Virginia F., I Know a Librarian, Putman, 1966.
13. Vreeken, Elizabeth, Ramon's Adventures in the Library, Oceana, 1967.

Films

1. Encyclopedia Britannica, Manners at School - 395.
2. Eye Gate House, Safety Coming to School and in School - (FS 371.7S)
3. Greene, Carla, I Want to be a Bus Driver, Childrens Press, 1957.
4. Kay, Eleanor, Read About the School Nurse, Watts, 1972.
5. Kessler, Ethel, Big Red Bus, Double Day, 1957.

Unit Title: HOSPITALITY AND RECREATIONAL SERVICES

I. Unit Overview: The unit Hospitality and Recreational Services proposes to introduce at the kindergarten level various occupations through awareness of them within the framework of three separate subunits.
1. Motels, Hotels, and Restaurants;
2. The Zoo;
3. Beaches and Parks.

A discussion should develop as to what waitresses, cooks, cashiers, maids do, and whatever children suggest through their own experiences of observation of people they have seen. When talking about the zoo, talk about pets, homes for pets and animals, and caring for pets. A discussion of Beaches and Parks should include places to camp, people who design and take care of camping grounds, and lifeguards. It is hoped that on awareness of the need for reciprocity of services will be developed.

II. Unit Content Outline: NONE

III. Unit Objectives: Focusing on various aspects of occupations within the framework of Restaurants, Motels, and Hotels; The Zoo; Beaches and Parks, children at the kindergarten level will be able to...
1. identify people with their occupation.
2. classify articles pertaining to appropriate settings.
3. differentiate places of leisure.
4. illustrate the same word as related to differing occupations.
5. describe a responsibility of different occupations.

IV. Unit Description:

Unit Objective # 1: The pupils will be able to identify people with their occupations.

A. Criterion-Referenced Objectives:
1. Displaying a chart that portrays five (5) pictures- a waitress, a cook, a hostess, a lifeguard, and a park ranger, the pupils will be able to identify by naming the occupation that each pictures represents.

B. Learning Activities:
1. Provide a teacher-made coloring book that illustrates various duties of people working in a restaurant.
2. Have a special book center for books that pertain to places the family goes for enjoyment of leisure time.
3. Show a filmstrip about a park or the beach.
4. Plan a trip to a local park, zoo, and restaurant and have children describe some of the people they saw at each of the different places.

C. Material
1. Filmstrip: "Our Parks and Playgrounds" - 790
2. Wonders of Animal Nurseries, Jacquelyn Berrill
Here Come the Lions! Goudey
Here Come the Elephants! Goudey
Here Come the Raccoons! Goudey

Unit Objective # 2: The pupils will be able to classify articles as they pertain to appropriate settings.

A. Criterion-Referenced Objective:
1. Display three individual shoe boxes - one for each of three types of places: the Zoo, Beaches and Parks, and Restaurants. Provided six (6) objects- a seashell, a fork, a whistle, a badge, a nursing bottle, and a menu. The children will classify each object by placing it in the box where each might be found as the label of each box indicates.

B. Learning Activities:
1. Place at random a variety of objects that pertain to a restaurant such as cooking and eating utensils, pots and pans, cups, glasses, cloth and paper napkins. Have the children group each item and place on table in an organized manner. For example, all the silver together, pots and pans, glasses, etc.
2. Ask the children to each bring in a stuffed animal. Then arrange the animals into two separate categories of pets (housepets and animals most likely to be found at a zoo).
3. Prepare a looseleaf notebook (Teacher) of about ten pages. Have children remove those pages that do not depict "Beaches or Parks".

C. Materials:
1.) 3 knives, forks, spoons
2.) 1 ladle
3.) 1 spatula
4.) 2 pots
5.) 2 pans
6.) 3 cloth napkins
7.) 6 paper napkins
8.) 3 glasses
9.) 5 cups
10.) stuffed animals
11.) Loose-leaf notebook magazines.

Unit Objective # 3: The pupils will be able to differentiate places of leisure.

A. Criterion-Referenced Objective:
1. Provide a bulletin board that has a heading for two columns: People at Work and People at Play. Present five (5) prints of people engaged in some activity: fishing, playing tennis, building a house, washing dishes, feeding ducks at a pond. The pupils will be able to differentiate each picture by placing it under the appropriate column on the bulletin board.

B. Learning Activities:
1. Have the class role play a scene "My Classroom, the Restaurant". Ask the class what people might be seen or are needed in a restaurant. Designate some to be customers, waitresses, busboys, cooks, and cashiers.
2. Stimulate interest in zoo animals by reading short stories selected from Aesop's Fables such as "The Fox and the Stork", "The Hare and the Tortoise", The Lion and the Mouse", or other children's books about animals.
3. Show filmstrip about "Recreation and Playground Workers". Discuss what people are doing.
4. Have children prepare two notebooks of about five (5) pages each which show people doing some kind of work or engaged in some kind of play or recreation.

C. Materials:
1. menus
2. placemats
3. silverware
4. glasses
5. serving tray
6. sugar packets
7. salt and pepper shakers
8. bus pan
9. apron
101 cloth
11. chef's hat
12. cash register
13. construction paper
14. magazines
15. glue

Book:
Aesop's Fables

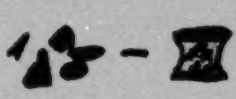
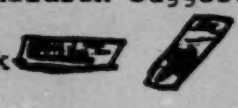
Filmstrip:

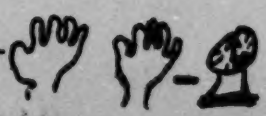
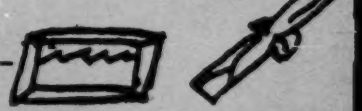
"Recreation and Playground Workers" 790.68.

Unit Objective # 4: The pupils will be able to illustrate uses of a word as related to different occupations.

A. Criterion-Referenced Objective:
The pupils will illustrate two uses of the word pocket as it applies to:
1. a keeper tending a kangaroo in a zoo, and
2. a waitress in a restaurant by making two drawings of a pocket.

B. Learning Activities:
1. (Teacher) Prepare two or more coloring pages that depict two meanings of a series of about ten words.
2. Present a picture word to the class and ask if there is another meaning for that word. Make an experience chart of the picture clues presented to the children as well as other picture meanings children suggest. Examples:

Rocks -  check 

hands-  -26- shoot- 

3 [illegible] parts of animals and builders.

C. Materials:
1. rocks
2. alarm clock
3. checkbook
4. plant

Record: "Noah's Ark","RCA Dance-A-Story".

5. Make construction paper costumes.

Unit Objective #5: The pupils will be able to state a responsiblity of occupations.

A. Criterion-Referenced Objective:
1. The pupils will be able to state one responsibility of a cashier, a zookeeper, and a maid through an oral discussion.

B. Learning Activities:
1. Have a corner of the room arranged in a disheveled manner to depict a recently vacated hotel room. Ask the children what is wrong with it, that is, what needs to be done to make it presentable for a guest.
2. Arrange the children in groups and set up small shops. Place in each group a variety of items-each with a recongizable price tag. Provide each member of the group (except the appointed cashier who will receive an empty box) a purse of toy money. The customers will choose one or more items they would like to buy and pay the cashier.
3. "At the Zoo". Arrange children in groups of about four. Provide each group with a stuffed animal and appropriate food type. Have children take turns in feeding the animals.
4. Provide children with clay or pipe cleaners and have them mold it into the shape of any animal they might see or have seen in a zoo. Then set up a display table and group animals into appropriate houses.

C. Materials:
1) 1-cot
2) 2-soap
3) 2-bedspread or sheet
4) 2-pillowcases
5) 1-pillow
6) 1-cart
7) 2-cloths
8) 1-sponge
9) 4-glasses
10) 2-towels
11) 2-washcloths
12) toy money
13) cash register or box
14) pencils
15) chalk
16) books
17) crayolas
18) stuffed animals
19) dishes-bowls
20) hat
21) badge
22) key
(23) modeling clay and/or pipecleaners, bulletin board display of zoo animals, postcards books related to zoo.

Unit Title: LEARNING ABOUT ME

I. Unit Overview: The development of self-knowledge is an on-going activity throughout life. A five (5) or six (6) year old should be encouraged to think about himself, his feelings, his problems, his limitations, and his self worth. The child should experiment with problem solving and be able to discuss his emotions and problems.

As a cumulative exercise for this unit of study, the child will complete a booklet about himself.

II. Unit Content Outline:
- A. The Physical Self
  - 1. What I look like
    - a. identification of body parts
    - b. comparison of himself with others
      - 1. color of hair, eyes, skin
      - 2. size
      - 3. shape
      - 4. sex
  - 2. Things I can do
    - a. using my large muscles
    - b. using my small muscles
    - c. taking care of myself
- B. The Mental Self
  - 1. How I feel
    - a. happy
    - b. sad
    - c. angry
    - d. afraid
    - e. anxious
    - f. excited

Unit Objective: The child will be able to recognize himself as a unique individual with a variety of feelings, and is capable of mental and physical growth.

A. Criterion-Referenced Objective:
1. The child will identify his own physical characteristics and will compare and contrast these with those of others.

B. Learning Activities:
1. Make a picture depicting his own physical characteristics after looking into a hand mirror.
2. Put together a large cardboard puzzle showing the various parts of the body.
3. Play "Me Too" game. Teacher pairs children facing each other. She calls out different parts of the body and the children point to that part of their partners body saying "Me Too".

4. Draw, paint, or mold their handprint in different media. Example, plaster of paris, clay, sand, finger paint, etc.
5. Make a growth chart.
6. Participate in musical activities dealing with parts of the body.
7. Describe self into tape recorder. Play back at a lat date and have classmates guess who it is.
8. Observe classmates and then play touching game. Close eyes and by touch describe and discover who it is.
9. Make up riddles about the different uses of body parts.
10. Play "Simon Says" using the body and body parts.
11. Identify classmates by shadows only.
12. Play a variation of Pin the Tail on the Donkey, only use the body and its extremities.
13. Observe and participate in discussions concerning likeness and difference of classmates.
14. Draw a self portrait to be included in the Self Booklet.

C. Materials:

1. Peabody Language Kit

Level 1	
Lesson 1, Activity 4	teaching body parts
Lesson 28, Activity 3	teaching body parts
Lesson 31, Acitvity 2	teaching body parts
Lesson 40, Acitvity 3	I am Very, Very, Tall-song
Lesson 57, Activity 2	My Head, My Shoulders, Knees, Toes-song
Lesson 57, Activity 1	use of body parts
Lesson 74, Activity 3	Hokey Pokey game song
Lesson 33, Activity 3	The bones-song
Lesson 76, Activity 3	using body parts.
Level 2	
Lesson 3, Activity 1	describing self
Lesson 19 Activity 2	following directions for body movement
Lesson 142, Activity 3,	poem
Lesson 153, Activity 3	reasoning and following directions using body parts.

2. Books:

Exactly Alike, Evaline Ness, Charles Scribner's Sons, 1964.
The Very Little Girl, Phyllis Krasilousky, Doubleday, 1953.
The Very Little Boy, Phyllis Krasilousky, Doubleday, 1953.
Inside You and Me, Eloise Fain Turner and Carroll Land Fenton, John Day Co., 1961.
My Hands, Aliki, Thomas Y.,Crowell Co., 1962.

3. Records and Songs:

Won't You be my Neighbor, Your Growing, Mister Rogers, Small World Records.

Developing Body Space, Perception, Motor Skills, Album #1, Touch and Say Classroom Materials.
Development-Understanding of Self and Others, American Guidance Services, I'm glad That I am Me. Page 29.

4. Bowmar Early Childhood Series
   a. Let Me See You Try
   b. Follow the Leader
5. Learning Basic Awareness through Music: Songs for Everybody, Inc., 1971.
6. a. Ten Fingers
   b. My Favorite Colors
6. Making Music Your Own, I, Silver Burdett, 1968
   a. Pretty Trappings, page 6.

7. Textbooks
   a. How About You? Lesson 2

D. Evaluation: The child will listen to a tape prepared by the teacher giving directions for drawing an individual. He should complete 15 of 20 directions correctly.
Peabody Language Kit, Level 2, Lesson 27, Activity 3.

Unit Objective: The child will be able to recognize himself as a unique individual with a variety of feelings and one who is capable of mental and physical growth.

A. Criterion-Referenced Objective:
   1. The child will demonstrate the correct use of large muscles, small muscles, and proper care of his body.

B. Learning Activities:
   1. Participate in basic exercises using large muscles.
   2. Participate in finger games.
   3. Do Frosting exercises involving small muscles.
   4. Participate in cutting, pasting, drawing, painting, modeling, manipulating, writing, wood working.
   5. View filmstrips on proper body care.
   6. Demonstrate proper care of the body. Example: The proper way to brush teeth.
   7. Participate in discussions on proper care of the body.
   8. Assume responsibility for taking care of his own needs such as sipping coat, buttoning sweater, putting on boots, etc.
   9. Participate in the Ivory Inspection Patrol.
   10. View personal appearance in mirror.
   11. Make a chart divided into two parts. Things I do Myself and Things Others help me do.

C. Materials:
   1. Peabody Language Kit:
      a. Level 1, Lesson 32, Activity 3; Pantomiming Proper Care of Self.

Lesson 111, Activity 3, Use of Large Muscles.

b. Level 2, Lesson 142, Activity 3, Use of Large and Amall Muscles.
Lesson 153, Activity 3, Use of Large Muscles.

2. Books:
   a. Just Me, Marie Hall Ets, Viking Press, 1966
   b. I Know A Lot Of Things, Ann and Paul Rand, Harcourt, Brace, & World, 1965.
   c. If Everybody Did, JoAnn Stoner, McKay, 1960.
   d. There's Nothing to do so Let Me Be You, Jonathan Bery, Westminister Press, 1966.

3. Records and Songs:
   a. Magic of Music, Ginn and Co., 1965.
      1. Mary Ann, Page 4
      2. Will You Come, Page 8
      3. Take Your Little Hands, Page 10
      4. Come Dance in a Circle, Page 1
   b. Making Music Your Own, Silver Burdett, (K) 1966.
      1. Make a Pretty Motion, Page 13
      2. Open, Shut them, Page 14
      3. Let's Go Walking, Page 27.
      4. Slow March, Page 30
      5. Marching Song, Page 35
      6. Soldier's March, Page 38
      7. Skipping, Page 43
      8. Rig-a-jig-jig, Page 46
      9. Galloping Horses, Page 48
      10. Running, Page 49.
      11. Jim-Along Josie, Page 50
      12. Stamping Land, Page 51
      13. What Shall We Do, Page 102
      14. Busy, Page 129
   c. Developing Body-Space, Perception, Motor Skills, Classroom Materials Company: Album 1 and Album 2.
   d. Learning Basic Skills Through Music, Hap Palmer, Education Activities Inc.
      1. The Elephant
      2. This is the Way We Get Up in the Morning
      3. What Are You Wearing?
   e. Creative Movement & Rhythmic Expression, Hap Palmer, Education Activities Inc., 1971.
      1. How Many Ways
      2. Moving Game, Part 1 and 2.
   f. You Are Special, Fred Rogers, Small World Records
      1. Children's Marching Music
      2. Hopping and Skipping Music
   g. Classroom Rhythms, Classroom Materials Company.

h. Bowmar Early Childhood Series, Bowmar Publishing Company.
   1. Let Me See You Try
   2. My Tricycle and I
   3. Follow the Leader
i. Physical Fitness for the Pre-School, LeCrone, Rhythm Record Co.
j. Making Music Your Own, Silver Burdett (1) 1968.
   1. Hey, Betty Martin, Page 10
   2. Come up, Horsey, Page 44
   3. Ha, Ha, This-a-way, Page 63.

4. Film loops
   1. Cleaning Your Teeth, Macmillan
   2. Hairbrush and Comb, Macmillan
5. Textbooks
   a. I Want to Learn, Follett Publishing Co., 1966, Unit One.
   b. How About You, Ginn & Co., 1965.
      1. Lesson 16 - Why Wash Them?
      2. Lesson 17 - I Can, Can You?
      3. Lesson 21 - Do You?
      4. Lesson 25 - Why Do You Play?
      5. Lesson 26 - Try It.
      6. Lesson 28 - What For?

D. Evaluation: After instructions and practice, the child will demonstrate for the teacher the following:
   1. Large Muscles
      a. running
      b. walking
      c. skipping
      d. hopping
      e. jumping
      f. galloping
      g. balancing
   2. Small muscles
      a. tracing
      b. cutting
      c. pasting
      d. manipulating objects
   3. Personal appearance
      a. cleanliness
      b. neatness

Unit Objective: The child will be able to recognize himself as a unique individual with a variety of feelings and one who is capable of mental and physical growth.

A. Criterion-Referenced Objective:
   1. The child will name a variety of emotions and give an example of when they may occur.

B. Learning Activities:

1. Cut out pictures showing various emotions. Mount them on construction paper. Discuss.
2. Classify the above pictures according to emotion portrayed.
3. Construct a bulletin board depicting various feelings.
4. Make up creative stories about pictures portraying emotions. Ask questions such as, "What happened before, after,etc".
5. Make a scrapbook.
6. Observe other children expressing emotions.
7. Pantomine situations involving emotions.
8. Draw pictures of self showing emotions. These will be included in the self booklet.
9. Practice facial expression in the mirror.
10. Identify emotions associated with situation presented by the teacher. "How does this make you feel?"
11. Use finger paint to depict various emotions by choosing one color that makes the child feel that way. Example, Black-sadness.
12. Listen to mood music and discuss how it makes you feel.
13. Participate in creative dance to mood music.
14. Scribble with crayon to mood music.
15. Make puppets whose faces show different emotions.
16. Use the above puppets and participate in Expressions Game. One child will be it. He shows a puppet portraying an emotion. The other children use facial expression to depict the same emotion.
17. Play Spinner Game. Spinner Game will be constructed with four (4) different facial expressions. As the teacher reads a sentence, the child will point the arrow to the correct facial expression.
18. Discuss ways that others make you feel.
19. Discuss what you can do to make others feel as they do.
20. Discuss emotions. Some questions to be asked could be:
    a. Do you always feel happy? Why or Why not?
    b. Tell some things that make you feel happy, sad, angry, afraid, anxious, or excited.
    c. How do you control your emotions? For example, temper tantrum.
    d. What are some rules that help you control your emotions. For example, Don't hit others because they make you feel angry.
    e. Who might you discuss your feelings with? Example, teacher, parent, or another child.
21. Complete the following pages for self booklet:
    a. Something that makes me happy.
    b. Something that makes me sad.
    c. Something that makes me angry.
    d. Something that makes me afraid.
    e. Dictate a story about self telling what kind of person I am and what I would like to be.

22. Wear clothing that makes you feel a certain way on designated days. For example,Tomorrow is sad day. Wear something that you have.

C. Materials:
   1. Books:
      a. Michael is Brave, Helen E. Buckley, Lothrop, Lee, and Shepard, 1971.
      b. Benjy's Blanket, Myra Berry Brown, F. Watts, 1962.
      c. Noise in the Night, Anne Alexander, Rand McNally,1960
      d. Nothing To Do, Russell Hoban, Harper & Row, 1964.
      e. I Should Have Stayed in Bed, Joan M. Lexau, Harper & Row, 1965.
      f. Love is a Special Way of Feeling, Joan Walsh Anglund, Harcourt, Brace, & World, 1960.
      g. If It Weren't For You, Charlotte Zolotow, Harper & Row, 1966.
      h. The Camel Who Took a Walk, Jack Tworkove,E.P. Dutton & Company, Inc., 1951.
      i. Where The Wild Things Are,Maurice Sendak, Harper & Row, 1963.
      j. When I Grow Up, Ross Lenski, Henry Z. Walck, Inc., 1960.
      k. We Wonder What Will Walter Be When He Grows Up, Crockett, Johnson, Holt, Rinegart & Winston, 1964.
   2. Textbooks:
      a. How About You, Ginn & Company, 1965, Lesson 5, Can She Help?
   3. Songs and Records:
      a. Making Music Your Own, (K) Silver Burdett
      b. Russian Lullaby, page 20
      c. If Your Happy, page 101
      d. There's A Little Wheel, Page 127
   4. Study Prints:
      Understanding Our Feelings, The Instructo Corporation, 1967.
   5. Developing Understanding of Self and Others Kit, American Guidance Service, Inc., 1970.

Unit Title: LOCAL AND GLOBAL COMMUNICATION AND TRANSPORTATION

I. Unit Overview: Careers in subject fields are introduced as local or global. Pupils will be able to identify at least six (6) careers related to subject.

II. Unit Content Outline:
   A. Introduce
      a. Children are introduced to some specified careers in subject fields. Pupils will identify at least six careers.
   B. Describe
      a. Pupils will give brief description of careers chosen and tell why there is a need for each career.
   C. Relate
      a. Pupils will relate self, in form of "A" Person, by selecting a career and performing a job in that career.

III. Unit Objectives: Pupils will...

1. be able to select six (6) appropriate pictures of workers in subject fields as they are introduced to the "World of Work" through series of pictures of workers.
2. describe and explain some of the careers and the need for them.
3. relate their feelings about the future, through an "A" Person, and choose a career and dramatize, talk, 'write', and illustrate through art and music, how it might effect them as a person.

IV. Unit Description:

Unit Objectives # 1: Pupil will be able to select six (6) appropriate pictures of workers in subject fields and describe, explain, and relate his feelings about a future career.

A. Criterion-Referenced Objectives:
   1. The pupil will , given a series of pictures showing workers using tools identified to a particular task, be able to select six jobs from the subject field. Teacher will judge acceptability.

B. Learning Activities:
   Language Skills:
   1. The pupil will be given a series of pictures showing workers using tools identified to a particular task and select six jobs from the two subject fields.
   2. Specific directions are as follows:
      1. The teacher will display a series of pictures on subject and other occupations. From the pictures on display, the pupil will choose six, either local or global.

Pictures may be chosen from teacher's own collection, library collections or they may use some of the following:

1. fireman
2. nurse
3. doctor
4. milkman (mobile,truck)
5. school bus driver
6. traffic or patrol policeman (police car)
7. freight train (engineer)
8. steam ship (Luxury liner, captain or mates)
9. jet passenger or freight plane(pilot)
10. helicopter (pilot)
11. taxicab (cab driver)
12. streetcar (conductor)
13. tugboat (pilot)
14. tractor-trailer, diesel trucks (drivers)
15. bus (local, inter-city, county, or state)(driver)

b. Pupil will describe briefly the careers he chose and tell why he thinks they are needed. Examples:
Local: "I chose the milkman whocomes in a truck. He brings us food."
Global: "I chose the airplane pilot. He flies over the world and takes people and things."

c. Pupil can relate himself as an "A" Person in some of these ways:
1. Pretend he is the worker and "play-like" he is doing the job.
2. Dress in the uniform of the worker.
3. Tell what he wants to be when he grows up and why.
4. Draw a picture of himself as the worker.
5. Color a picture of the worker.
6. Learn and sing a song about the workers.
7. Act in a play or do a puppet show about the workers.

d. Teacher will select appropriate field trips.

C. Materials:

1. Peabody Language Development Kits, Level #2, American Guidance
2. Service, Inc., Publishers, Building, Circle Pines, Minnesota, 55014.
3. Dennison Bulletin Board Aids, Transportation, Community Helpers, Dennison Manufacturing Co., Framingham, Mass., U.S.A.
4. Language Experiences in Reading, Van Allen, Roach and Allen, Claryce.
5. Encyclopedia Britannica Press, Chicago, Ill., 1970.
6. Children of Foreign Lands, Mimeograph Series, Continental Press, Elizabethtown, Pennsylvania.
7. Teacher's personal collection of career pictures
8. Library collections of picture - story study prints in subject fields.

Unit Objective # 2: Pupil will be able to select six (6) appropriate pictures of workers in subject field and describe, explain and relate his feelings about a future career.

A. Criterion-Referenced Objective:
   1. The pupil will be able to describe briefly and explain why the six careers he chose are needed in "The World of Work."

B. Learning Activities: Oral Language
   1. Pupil will show his six pictures and in brief simple description tell what tasks the workers are performing and why he thinks the are important to the "World of Work."

C. Materials:
   Same as listed for first Unit Objective.

Unit Objective # 3: Pupil will be able to select six (6) appropriate pictures of workers in subject field and describe, explain and relate his feelings about a future career.

A. Criterion-Referenced Objective:
   1. Pupil will relate his personal feelings, as an "A" Person, to future careers by telling about, drawing a picture, singing a song, "acting out", or by playing a game about a future career. Teacher will judge acceptability.

B. Learning Activities:
   Can be related to Language Arts, Music, Art, Physical Education.
   1. Pupil will select and perform three (3) out of five (5) of tasks listed below:
      a. talking
      b. writing (single words or captions)
      c. illustrating through:
         1. music
         2. art
         3. drama
         4. games and activities
   2. Specific directions on Unit Objective #1.

C. Materials:
   Same as listed for first Unit Objective.

Unit Title: MY FAMILY

I. Unit Overview: The child becomes more cognizant that he is a member of a family -- a unique individual in a family that has a specific role or roles. In this way, he begins to exploring the working life of the home. He will see that his parents may have responsibilities both inside and outside the home. Their acquaintances with the world of work arises from the attitudes and experiences of parents, friends, relatives. By observing home services,(mailman, milkman, repairman, etc.) the child begins to pattern their play. Through examples set by his family the child begins to realize his responsibility in the home is worthy of respect as are those jobs outside of the home. Then the child will start to notice that the jobs that are responsibilities in the home can be some people's occupations.

II. Unit Content Outline:
   A. Who is in my family?
      1. Members- immediate
      2. Relatives
      3. Pets
   B. Responsibilities of the members
      1. In the home
      2. Outside the home

III. Unit Objectives: The student will demonstrate that he...

   1. is an individual in a family.
   2. and his family members have responsibilities inside and outside of the home.

IV. Unit Description:

Unit Objective #1: The student will demonstrate that he is an individual in a family.

   A. Criterion-Referenced Objectives: The student will...
      1. be able to name the members of his family and others that may be living in his home, including relatives and pets.
      2. be able to select from a set of pictures of family members those who are in his family.

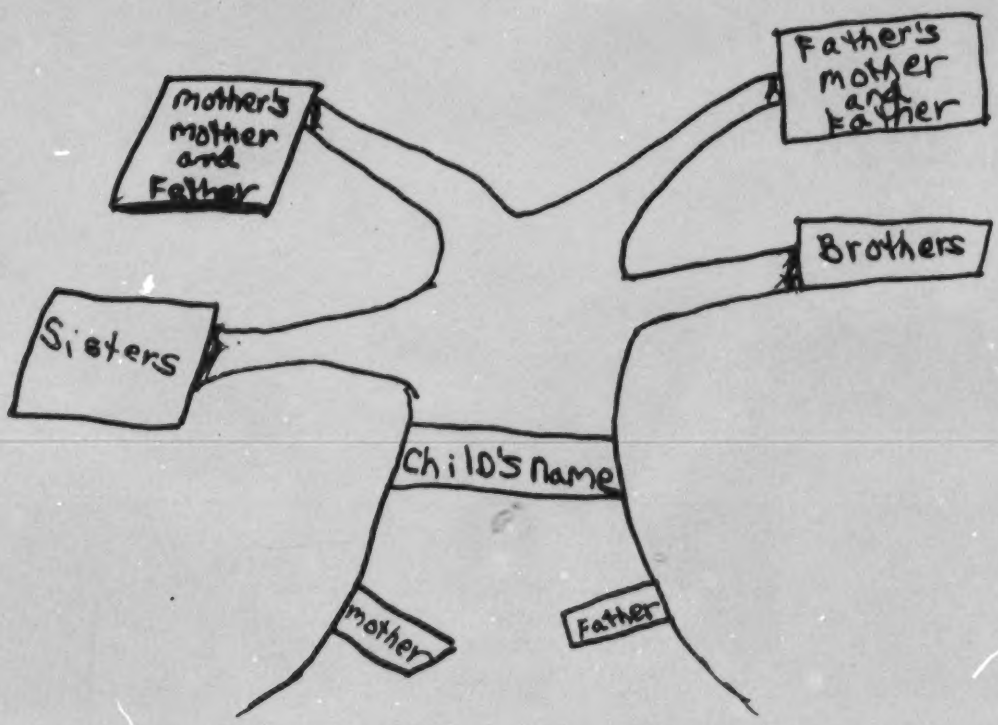
   B. Learning Activities:
      1. As a class identify the members of the family and others that could be part of your home. Have a child select from the Peabody Kit Level #1- Family Cards and People Cards.

2. Add to <u>All About Me</u> book drawings of:
   a. This is my family
   b. This is my pet
   c. This is where I live

   Each page will be titled with one of the above headings. After drawing a picture, the child may dictate a description of what he drew.
3. Make a collage of your family by cutting out pictures of the members from a magazine and pasting them on a piece of construction paper. Discuss with the child his collage-how many brothers? Sisters? Pets?
4. Discuss the fact that everyone in your family shares the same last name (or surname), although everyone has a different first name.
   a. Read "The King Who Learned Never to Forget a Surname", teacher's manual page 161 <u>Learning About the World</u>.
5. Play the Name Game

   For Example: My family name is Jones.
   My name is Mary Jones.

   Do this until every child has had a turn.
6. In the housekeeping corner, the teacher and a small group of children will tape a discussion each playing a different family member.
7. Have each child help the teacher fill in a family tree.



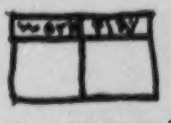
Unit Objective #2: The child will discover that he and his family members have responsibilities inside and outside of the home.

A. Criterion-Referenced Objective: The student will...
   1. be able to name three (3) responsibilities he has in the home.
   2. be able to differentiate between responsibilities in the home and outside of the home through classifying a set of job pictures.
   3. be able to describe orally his father's and/or mother's occupation(s).

B. Learning Activities:
   1. Our Parents' Jobs - This is a bulletin board of magazine pictures that depict the different occupations of the parents of children in the class.
   2. Add to the All About Me book drawings of:
      a. This is how I help at home.
      b. This is what my mommy does all day.
      c. This is what my daddy does all day.
   3. Pantomime- The child acts out his responsibility in his home and the others try to guess what he is doing.
   4. Have several parents of different children come in during this unit to help in the classroom. Have them discuss their job (even the mother's that are home-makers are doing a job for their family). Also point out that the duties they are doing in the classroom are responsibilities at home too.
   5. Teach the song: THIS IS THE WAY WE WASH OUR HANDS
      1. This is the way we wash our hands,
         Wash our hands, wash our hands;
         This is the way we wash our hands,
         So early in the morning.
      2. Brush our teeth.
      3. Comb our hair.
      4. Put on our shoes.
      5. Eat our breakfast
      6. Go to school
      7. Draw a picture.

      * can add more verses for other responsibilities.
   6. Roleplay daddy's and/or mommy's occupation these may be done in pantomime as well.
   7. Discuss the importance of jobs in the home. Particularly emphasize that mommy's may work all day in the home.
   8. Discuss how each child helps in the home by taking care of himself. Talk about personal hygiene. Use How About You chart by Ginn Publisher to start disucssion.
   9. Have the children draw a picture "Work I do each day". Then have them tell the class about it.

10. Art activities (See Art Curriculum in Career Education Guide).
    1. Construct a bed that the children can make by pulling up the cover.
    2. Make a table setting and teach the children the proper way set a table.
11. Have the child categorize a set of pictures into work or play on a board divided into two sections - work on one side, play on the other. Discuss with child his choices.



12. Give each child a personal chart. Ask him to check off the jobs he does at home. Then he can bring it back to school the next week and share it with the class.

	SUN-DAY	MON-DAY	TUES-DAY	WEDNES-DAY	THRUS-DAY	FRI-DAY	SAT-DAY
Hang up my clothes							
Pick up my toys							
Set the table							
Empty the trash							

Parent and child may add other responsibilities he has in the home.

13. Make a language experience chart and classify the tasks into three (3) categories.
    a. Things we do alone
    b. Things we do together as a family
    c. Things that are done for us

14. The Peabody Kits, Level 1 and 2 have good supplementary activities for career awareness on the family level.
    a. Level 1 - Lessons #6, 9, 64.
    b. Level 2 - Lessons #10, 23, 40, 51, 106, 151.

15. Use the Helping Game by _____ as Lotto to identify parental of family occupations.

C. Materials:

Teacher References

1. How About You? Ginn Health Education Charts, #29 and #30.
2. Learning About the World
3. Peabody Kits - Level 1 and 2.
4. Compton's Young Children's Prencyclopedia, Chicago: F.E. Compton Co., Vol., 2 and 6.

Children's Books

1. Atkinson, M.F., It's Fun to Help At Home, New York: Greenberg Publishers, 1947.
2. Bonsall, Crosby, It's Mine - The Greedy Book, New York: Harper and Row Publishers, 1964.
3. Buckley, Helen, Grandfather and I, New York: Lothrop, Lee and Shepard Company, Inc., 1962.
4. Buckley, Helen, Grandmother and I, New York: Lothrop, Lee and Shepard Company, Inc., 1962.
5. Burton, Virginia, The Little House, Boston: Houghton-Mifflin Company, 1942.
6. Carton, Lorrie, Daddies. New York: Random House, 1963.
7. Carton, Lorris, Mommies, New York, Random House, 1960.
8. Finter, C., Wasselburg, E., and Weinburg, F. Grandfather Dear , New York: Follett Publishing Co., 1968.
9. Krauss, Ruth, A Very Special House, New York: Harper and Row Publishers, 1953.
10. Lenski, Lois, Debbie and Her Grandma. New York: Henry Z. Walck, Inc., 1967.
11. Livingston, Myra Cohn, Happy Birthday, New York: Harcourt, Brace and World, Inc., 1964.
12. Mirino, Dorothy, Where are the Mothers? Philadelphia: J.B. Lippincott, 1959.
13. Penn, Ruth, Mommies Are For Loving, New York, G.P. Putman's Sons, 1962.
14. Wyse, Lois, Grandmother's Are to Love, New York, Parents Magazine Press, 1967.

Filmstrips

1. What is a job? (FS 845)
2. What do you think about helping your family? (FS 814)
3. My dad works in a supermarket (FS 823)
   in a shoe store (FS 824)
   as a carpenter (FS 825)
   in a service station (FS 826)
   as a moving man (FS 827)
   in a factory (FS 828)
   My Mother Works in a drug store (FS 829)
   as a waitress (FS 831)
   in a bank (FS 830)
   at home (FS 832)
   in an office (FS 833)
   as a dental hygenist (FS 834)
   Career Awareness Kit - Q.E.D.

Pictures

1. What Do We Do Day By Day - National Dairy Council, Page 47.
2. At Home With The Family, Page 5.

Unit Title: PEOPLE IN THE FAMILY

I. Unit Overview: The child needs to enrich his understanding of the family and the roles of various members of the family unit. He needs to be aware that the family unit differs in structure and size. The child needs to understand that through the family his basic needs are met. In order to provide the necessities of life, the family needs to work together for the common good. The child should become aware that it takes the cooperative efforts of all family members to make a happy home.

II. Unit Content Outline:
- A. What is a family?
  - 1. Structure
    - a. one parent family
    - b. two parent family
    - c. guardians
    - d. Adoption
    - e. Extended family
  - 2. Size
    - a. parents
    - b. children
    - c. relatives
    - d. pets
  - 3. Function
    - a. provide basic needs
      - 1. food
      - 2. clothing
      - 3. shelter
      - 4. recreation
      - 5. love and understanding
      - 6. values
  - 4. Roles
    - a. Parent
    - b. child
    - c. interdependence
- B. Your Family
  - 1. How many members?
  - 2. Where do you live?
  - 3. What do your parents do?
  - 4. What do you do?
  - 5. How do you help each other?

III. Unit Objectives: The child will be able to ...
- 1. compare families according to size and structure.
- 2. differentiate between the roles of various family members.
- 3. name the basic needs provided by the family.

IV. Unit Description:

Unit Objective #1: The child will be able to compare families according to size and structure.

A. Criterion-Referenced Objective:
   1. The child will be able to identify a one-parent, two-parent, and extended family.

B. Learning Activities:
   1. Cut out various family members from magazines and make up different family groupings.
   2. Draw and paint pictures of individual families. Discuss differences in size and structure.
   3. Use modeling clay to portray members of the family. Display models in sand table and home settings.
   4. Bring in photographs of individual families and display on the bulletin board.
   5. Dictate stories about the members of families.
   6. Make a diorama depicting a family setting.
   7. Make finger puppets of family members.
   8. Participate in an imaginary family discussion.
   9. Make a family tree.
   10. Show family grouping by dividing a circle into equal parts depending on the size of the family and draw faces of each family member.
   11. Add a page to the self booklet, My Family Picture.

C. Materials:
   1. Filmstrips:
      a. What is a Family?, Singer
      b. The Family Has a New Baby, Singer
   2. Peabody Language Kit, Level I
      a. Lesson 68, Activity 1, language development
   3. Textbooks:
      a. How About You?, Ginn and Company
         Lesson 29 -- Are Families Different?
   4. Books:
      a. All Kinds of Mothers, Cecily Brownstone, McKay, 1969
      b. Wanted a Brother, Gina Bell, Abingdon Press, 1959.
      c. Grandfather and I, Helen E. Buckley, Lothrop, Lee, Shepard, 1959.
      d. Grandmother and I, Helen E. Buckley, Lothrop, Lee, Shepard, 1961.
      e. Amy and New Baby, Myra Berry Brown, Watts, 1965.
      f. Grandmother Dear, Celentha Finfer, Esther Wassemman, Florence Weinbery, Follett, 1966.
      g. Have You Seen My Brother, Elizabeth Guilfoil, Follett, 1962.
      h. A Baby Sister for Frances, Russel Foban, Harper and Row, 1964.
      i. The Very Little Girl, Phyllis Krasilousky, Doubleday, 1962.

j. The Very Little Boy, Phyllis Krasilousky, Doubleday, 1962.
k. My Day, Joan M. Sexan, Dial, 1971
l. Exactly Alike, Evaline Ness, Scribner, 1964.

5. Songs and Records:
   1. Won't you be My Neighbor, Mr. Rogers (record)
      a. Going to Marry Mom
      b. When the Baby Comes
6. Study Prints
   1. A New Baby in the Family Series, Irma Fricke, Scott Foresman, 1967.

D. **Evaluation**: The children will place on the flannel board examples of one parent, two parent, and extended families.

Unit Objective #2: The child will be able to differentiate between the roles of various family members.

A. Criterion-Referenced Objective: Given a collection of
   1. Given a collection of equipment and clothing, the child will identify and portray a given member of the family and the role they play inside and outside the home.

B. Learning Activities:
   1. Play house in the housekeeping corner
   2. Pantomime activities performed by various family members.
   3. Complete the following chart at home:

HOW I HELP AT HOME

	Monday	Tuesday	Wednesday	Thrusday	Friday	Saturday	Sunday
Pick up toys							
Hang up clothes							
Make bed							
Take out trash							
Do dishes							
Clear Table							
Set table							
Run errands							

4. Draw or paint pictures My Job at Home.
5. Have mothers and fathers visit the classroom and tell about their jobs.
6. Cut out pictures of family work and classify by grouping fathers at work, and children at work.
7. Make up riddles about various family member's roles.
8. Choose a family situation, assign roles, and enact the drama.
9. Participate in discussions concerning work of family members.
10. Add a page to self-booklet - How I Help my Family.

C. Materials:

Filmstrips:

a. What do you Think about Helping Your Family? Churchhill Films
b. Fathers Work Series, Churchill Films
c. Mothers Work, Too, Series, Churchill Films.

Peabody Language Kit, Level 1:

a. Lesson 5, Activity 1, Music
b. Lesson 9, Activity 1, Finger Play
c. Lesson 9, Activity 2, Creative Movement
d. Lesson 10, Activity 3, Pantomine
e. Lesson 30, Activity 1, Role Making
f. Lesson 36, Activity 2, Critical Thinking
g. Lesson 40, Activity 1, Role Playing
h. Lesson 136, Activity 1, Role Playing
i. Lesson 154, Activity 1, Finger Play

Books:

a. Jay's Big Job, Jerrold Beim, Morrow, 1957.
b. Company's Coming for Dinner, Myra Berry Brown, Watts, 1959.
c. Daddies, Lonnie C. Carton, Random House, 1963.
d. Mothers Can Do Anything, Joe Lasker, Whitman, 1972
e. Are You My Mother?, P.D. Eastman, Beginner Books, 1960.
f. Where Are the Mothers?, Dorthy Marion, Lippincott, 1959.
g. If I Were A Mother, Kazue Misumura, Crowell, 1968.
h. Mommies Are For Loving, Ruth Bonn Penn, Putnam, 1962.
i. There's Nothing To Do, So Let Me Be You, Jonathan Berg, Westminister Press, 1966.

Films:

Films from Delaware State Department of Public Instruction
a. What Do Fathers Do?
b. Allen is My Brother.

D. Evaluation: Through role playing the child will depict the work role of one member of his family. The child will be able to choose which member he wishes to portray.

Unit Objective #3: The child will be able to recognize the basic needs provided by the family.

A. Criterion-Referenced Objective:
   1. The child will name three of six basic needs provided by the family.

B. Learning Activities:
   1. Make a mural showing different ways a family can have fun together.
   2. Make a mobile showing the basic needs of the family.
   3. Find pictures of how families show love for each other. Use a variety of media. Discuss pictures.
   4. Collect pictures of types of homes and classify them.
   5. Have child state the type of home he lives in and then prepare a total class pictograph.
   6. Make "I love you" cards for various members of the family.
   7. Take a walk to see various types of homes in the community.
   8. Construct a model home from boxes, wood, or blocks.
   9. Add a page to the Self Booklet, My House.
   10. Make a booklet showing the various types of clothing worn by members of the family for different activities.
   11. Illustrate and dictate a story about your favorite food.
   12. Add two pages to the Self Booklet:
       a. My Favorite Food
       b. My Favorite Clothes

C. Materials:
   1. Filmstrips:
      a. A Day With Your Family, Singer
      b. Family Fun, Singer
      c. Courtesy at Home, Coronet
   2. Peabody Language Kit, Level 1
      Lesson 18, Activity 2, Classifying
      Lesson 20, Activity 3, Classifying
      Lesson 42, Activity 1, Classifying
      Lesson 75, Activity 1, Classifying
      Lesson 92, Activity 1, Role-Playing
      Lesson 114, Activity 1, Language Development
   3. Books:
      a. The Little Boy and the Birthdays, Helen E. Buckley, Lothrop, Lee and Shepard, 1965.
      b. Small One, Zhenya Gay, Viking Press, 1958.
      c. A Bargain for Frances, Russell Hoban, Harper and Row, 1970.

d. Bedtime for Francis, Russell Hoban, Harper, Row, 1960.
e. Best Friends for Frances, Russel Hoban, Harper and Row, 1969.
f. A Birthday for Frances, Russell Hoban, Harper and Row, 1968.
g. Bread and Jam for Frances, Russell Hoban, Harper and Row, 1964.
h. My Own Little House, Merriman Kaune, Follett, 1957.
i. The Big World and the Little House, Ruth Krauss, Harper and Row, 1949.
j. The Bundle Book, Ruth Krauss, Harper and Row, 1951
k. Come Over to My House, Theo Le Sieg, Random House, 1966.
l. Edward and the Boxes, Dorothy Marino, Lippencott, 1957.
m. Rainy Day Together, Ellen Parsons, Harper and Row, 1971.
n. Willy is My Brother, Peggy Parish, Youn, Scott Books, 1963.
o. The Way Mothers Are, Miriam Schlein, Whitman, 1963.

4. Records and Songs:
   a. Making Music Your Own, Silver Burdett
      1. Love Somebody, Page 126
   b. Magic of Music, Ginn & Co.,
      1. Everybody Loves Baby, Page 95
   c. Bowmar Early Childhood Series, Bowmar, 1967 (record/books)
      1. Evening
      2. Littlest House
      3. Biggest House

D. Evaluation: The child will circle on a dittoed sheet just those pictures that show basic needs provided by the family. Pictures to be included will be:

clothing	recreation
candy	food
love	toys
record player	home

Unit Title: PEOPLE WHO WORK IN THE COMMUNITY

I. Unit Overview: The primary child needs to discover that his life style is affected by others who provide services within the community. The child should discover that his interests, needs and problems are met through the interaction of other community members.

II. Unit Content Outline:

A. Introduction
   1. What is a community
   2. Purpose of a community
   3. Interdependence of a community

B. Services Provided by the Community
   1. Health Services
      a. Doctor
      b. Dentist
      c. Nurse
      d. Druggist
      e. Veterinarian
   2. Safety Services
      a. Policeman
      b. Fireman
   3. Communication Services
      a. Newspaper boy
      b. Mailman
      c. Television Repairman
      d. Telephone Repairman
   4. Food Services
      a. Grocer
      b. Butcher
      c. Chef
      d. Baker
      e. Waitress
      f. Farmer
   5. Construction Services
      a. Plumber
      b. Carpenter
      c. Painter
      d. Brick layer
   6. Miscellaneous
      a. Barber & Beauty operator
      b. Garbage Collector
      c. Mechanic
      d. Gas station attendant
   7. Military
      a. Soldier
      b. Sailor
      c. Marine

8. [illegible]
   Football player
   b. Baseball player
9. Creative Arts
   a. Musician
   b. Artist
   c. Dancer
   d. Photographer
   e. Sculptor
10. Transportation Services
   a. Bus driver
   b. Truck driver
   c. Train employees
   d. Pilot
   e. Sea captain
   f. Spaceman
11. Business
   a. Secretary
   b. Clerk
   c. Executive

III. Unit Objective: The child will be able to identify the equipment, clothing, and jobs of those persons providing services within the community.

IV. Unit Description:

A. Criterion-Referenced Objective:
   1. Given six (6) pictures of people who work in the community, the child will identify four occupations and their services correctly.

B. Learning Activities:
   1. Cut pictures of community workers from magazines and paste on correct occupational scene.
   2. Collect and create props through art media and place in a special box labeled with the appropriate picture of the community worker. These will be used for role playing.
   3. Create models using existing materials such as blocks, furniture and wood. For example, build a brick fire station using blocks.
   4. Draw and paint pictures of buildings, people, and equipment.
   5. Make a mural of our community.
   6. Construct a bulletin board showing workers, equipment, and clothing.
   7. Prepare a booklet including all community workers studied.
   8. Create puppets depicting community workers.
   9. Play guessing game, "Who Am I?." Describe through pantomime a community worker so that other children will be able to identify the worker.

10. Dictate or write group and individual stories dealing with community services.
11. Act out roles of community helpers through songs and rhythmic activities.
12. Listen to stories and poetry about community services.
13. Listen to work sounds on tape and identify where they take place.
14. Participate in discussion concerning the community and work roles.
15. View filmstrips, filmloops, and movies.
16. Interview a parent or friend to find out about his job (see attached form).
17. Invite resource people to the classroom to discuss their work. Suggest they bring their own special clothing and equipment if possible.
18. Participate in field trips available in the neighborhood and community.

C. Materials:
   1. Filmstrips:
      a. Workers for the Public Welfare Series, Eye Gate House, Inc.
      b. Education for Occupations Series, Eye Gate House, Inc.
      c. Little Town USA Series, Eye Gate House, Inc.
      d. Some Neighborhood Helpers Series, Eye Gate House, Inc.
      e. Community Services Series, Encyclopedia Britannica Films.
      f. A City is People at Work, Churchill Films
      g. About Helping Your Community, Churchill Films
      h. Career Awareness, Filmstrip and Cassettes, OED Productions.
   2. Filmloops:
      a. Community Workers Series, Popular Science Company
   3. Peabody Language Development Kit - Levels #1 and #2. (see attached sheet)
   4. Books:
      a. Come to Work With Us Series, Sextant Systems, Inc.
      b. I Want to Be Series, Children's Press Inc.
      c. I Know a Series, G.P. Putnam's Sons
      d. The Little Fireman, Margaret Wise Brown, W.R. Scott, 1966.
      e. Country Fireman, Jerrold Beim, Morrow, 1948.
      f. What Do You Want to Be? Francoise Scribner, 1957.
      g. Eugene and the Policeman, Florence Kramon, Follett, 1967.
      h. Peter's Policeman, Ann Lattin, Follett, 1957.
      i. The Day Joe Went to the Supermarket, Dorothy Levinson, Grosset Dunlap, 1968.
      j. Come On Out Daddy, Ingra and Lasse Sandberg, Delacorte, 1971.
   5. Records and Songs
      a. Make Music Your Own, Silver Burdett Co.
         1. Mr. Policeman, Page 9.
         2. Postman, Page 123.

6. Study Prints:
   a. Community Helpers, Singer Education Division
7. Films from Delaware State Department of Public Instruction (Our Community, Duke Thomas, Mailman, Our Post Office, Why People Have Special Jobs)
8. Textbooks:
   a. How About You? Ginn and Company, Lessons 4,7,10,22.
   b. I Want to Learn, Follett Publishing Company,Unit 3.
9. Peabody Kit Activities:
   Level #1
   Lesson 5, Activity 2 - Riddles about helpers
   Lesson 6, Activity 2 - Riddles
   Lesson 6, Activity 3 - Pantomine helpers roles
   Lesson 35, Activity 2 - Describing helpers
   Lesson 38, Activity 2 - Policeman discussion
   Lesson 38, Activity 3 - Policeman discussion
   Lesson 64, Activity 1 - Conversation about helpers
   Lesson 65, Activity 1 - Describing work roles
   Lesson 179, Activity 3 - Conversation about helpers
   Level #2
   Lesson 8, Activity 2 - Mailman
   Lesson 10, Activity 3 - Role playing
   Lesson 32, Activity 1 - Role playing
   Lesson 37, Activity 3 - Riddles
   Lesson 40, Activity 1 - Describing roles
   Lesson 43, Activity 1 - Matching clothing to role
   Lesson 51, Activity 1 - Identification of role
   Lesson 52, Activity 1 - Matching footwear to role
   Lesson 66, Activity 1 - Role playing, Policeman
   Lesson 68, Activity 2 - Discussion--What I want to be
   Lesson 83, Activity 1 - Information about roles
   Lesson 84, Activity 2 - Airplane pilot
   Lesson 88, Activity 1 - Identification of tools and roles
   Lesson 88, Activity 2 - Role playing with tools
   Lesson 91, Activity 2 - Matching occupations with tools
   Lesson 91, Activity 3 - Matching occupations with tools
   Lesson 95, Activity 1 - Information game
   Lesson 96, Activity 2 - Role playing
   Lesson 96, Activity 3 - Role playing
   Lesson 102, Activity 1 - Matching tool with occupation
   Lesson 102, Activity 2 - Matching tool with occupation
   Lesson 110, Activity 2 - Occupation and tool game
   Lesson 138, Activity 2 - Relationships
   Lesson 147, Activity 2 - Naming of tools
   Lesson 151, Activity 2 - Location of work

D. Evaluation: The child will be given three sets of cards: One set of people cards; one set of tools and equipment cards; one set of clothing cards. The child's task will be to choose a person and then identify the appropriate equipment and clothing.

INTERVIEW FORM

As a part of our study of community helpers, the children have been asked to interview a parent or a friend about his or her job. The purpose is to have the child become aware of many different job opportunities. Your cooperation will be appreciated. Would you please complete the following questionnaire?

1. What is the name of your job?
2. What do you do at your job?
3. How did you get your job?
4. What do you like about your job?
5. What don't you like about your job?

Unit Title PEOPLE WHO WORK IN THE SCHOOL

I. Unit Overview: The young child needs to be aware that many people are necessary to meet his needs and interests. Looking at the school environment will allow a child to discover that everyone has a task to perform and that the success of the school program depends on each member performing his task to the best of his ability.

II. Unit Content Outline:

A. What is a school?
   1. Setting
      a. locale
      b. building
   2. People
      a. principal
      b. teachers - classroom, special, resource
      c. nurse
      d. secretary
      e. custodians
      f. cafeteria personnel
      g. bus driver
      h. crossing guard
      i. pupils
      j. aides and volunteers

B. Purpose
   1. to learn
   2. to play
   3. to establish peer and adult relationships.

C. Interdependence
   1. Each has a job to do
   2. Success of school depends on each one doing his or her own job.

III. Unit Objective: The child will be able to identify school personnel and tell why their role is important.

IV. Unit Description:

A. Criterion-Referenced Objective: Through role playing, the
   1. Through role playing, the child will demonstrate that correct ole of a given member of the school community. The child will choose the correct equipment for his demonstration from a collection provided.

B. Learning Activities:
   1. Take a tour of the school building and grounds.
   2. Construct a model of the school in the sand table and show where the various school personnel work.
   3. Help develop and organize materials in prop boxes for role playing.

4. Interview school workers to find out what is necessary for them to do their job.
5. Watch school personnel demonstrate how they do their work.
6. Participate in discussions concerning the school and its personnel.
7. Participate in role-playing through work centers re-created in the classroom.
8. Draw and paint piccures of the school and its personnel.
9. Identify taped work sounds that could be heard in a school.
10. View and discuss audio-visual materials provided.
11. Match pictures of school workers with their appropriate equipment.
12. Write letters inviting resource people to describe their job.
13. Make clothespin or finger puppets of school workers.
14. Make up riddles about school workers.
15. Assume responsibility for various jobs necessary for maintaining a pleasant classroom atmosphere.
16. Make posters depicting children observing rules.
17. Play "What's My Line?" - Game -- a child will choose a school person to portray and the others will try to guess who he is and what job is being portrayed.
18. Make a mobile showing a worker at the top and then equipment or clothing. Use coat hanger for this.
19. Identify tool or equipment placed in "Feel and Touch" bag. Child will be blindfolded.
20. Prepare a school helpers booklet. Contents may vary according to grade level or each individual class.
21. Draw a series of pictures of a child's school day.

C. Materials:
   1. Filmstrips:
      a. The School Community Series, Encyclopedia Britannica
   2. Peabody Language Development Kit
      a. Level #1 - Lesson 98, Activity 2, Discussion about School
      b. Level #2 - Lesson 27, Activity 2, Places in the schoo and how to get ther
         Lesson 85, Activity 2, Playing Librarian
         Lesson 85, Activity 1, What is a library?
   3. Textbooks:
      a. In School and Out, D.C. Heath and Co., 1966, pages 1-66.
      b. How About You, Ginn and Co., 1965, Lesson 5.

4. Books:
   a. The Smallest Boy in the School, Jerrold Beim, Morrow, 1959.
   b. Andy and the School Bus, Jerrold Beim, Morrow, 1959.
   c. Two is a Team, Lorraine and Jerrold Beim, Harcourt, Brace, 1945.
   d. Country School, Jerrold Beim, W. Morrow, 1955.
   e. Best Friends, Miriam Cohen, Macmillan, 1971
   f. Big New School, Kathryn and Bryon Jackson, Simon and Schuster, 1950.
   g. Jerry At school, Kathryn and Bryon Jackson, Simon and Schuster, 1959.
   h. What's Wrong with Julio?, Virginia H. Ormsby, Lippincott, 1965.
   i. Rutherford T. Finds 21B, Barbara Pinkoff, G.P. Putnams & Sons, 1970.
   j. The Little School of Cottonwood Corners, Eleanor Schick, Harper & Row, 1965.
   k. Almost Big Enough, Jean Tamburine, Abington Press, 1963.
   l. I am Here, Rose Blue, Watts, 1971.
5. Records and Songs:
   a. Making Music Your Own, Silver Burdett Co., 1966.
      1. Walk to School, Page 7.
      2. Riding in the Bus, Page 8.
   b. Bowmar Early Childhood Series, Bowmar, 1967.
      1. Friends, Friends
      2. Watch me Indoors
      3. Do you Suppose Miss Riley Knows?
6. Study Prints:
   a. Walt Disney Productions
      1. School Bus Safety
      2. Welcome to Hazardville, PA
7. Films from Delaware State Department of Public Instruction:
   a. Watch it, Johnny.
   b. Beginning Responsibility, Rules at School
   c. Books and Their Care
   d. Playground Safety

D. Evaluation: The class will set up a typical school setting with each child participating in a given role. This activity will be presented to other classes. The teacher will evaluate each child's ability to play his role effectively.

Unit Title: SELF-AWARENESS

I. Unit Overview: The child's early success in school depends a great deal on his social and emotional development. The child needs to feel good about himself in order for others to feel good about him. Since the initial experiences of the child begin at home, he needs to feel secure in his position within the family before he can form his own identity. This unit will be intergrated throughout the year. The unit will be taught to approximately sixty children.

II. Unit Content Outline:
   A. Self Image
      1. Good and bad feelings
      2. Good and bad behavior
      3. Good and bad work habits
      4. Good self-identity
   B. Peer Group Relations
      1. Working with others in activities
      2. Working with students in a give and take situation
   C. Family relationships
      1. Child's role within the family unit
      2. Understanding role of parents
      3. Sense of pride in parent's role

III. Unit Objectives: The student will be able to...

1. understand, compare and contrast the difference between good and bad feelings.
2. differentiate between good and bad behavior and work habits.
3. recite rules for good behavior in the classroom.
4. begin and complete a task with little help from the teacher.
5. work with other students in learning centers.
6. demonstrate a good feeling about themselves as a whole person.
7. identify his role in the family unit.
8. identify their parents role as a community worker.
9. demonstrate a good feeling about their parents role in the community.

IV. Unit Description:

Unit Objective #1: The student will be able to understand, compare and contrast the difference between good and bad feelings.

A. Criterion-Referenced Objective:
   1. The student will be able to orally state at least three characteristics of himself when he is happy.

B. Learning Activities:
1. Finger plays: I'm Glad; Films: Who Am I?, First Thing (3 films); Records: Self Image; What is your Home? Songs: Fun While Learning, When you are Happy and you know it, Just to Have fun.
2. Begin on All About Me book.
3. Use Duso Kit Unit II, cycle D
4. Human development program Unit I
5. Role-play feelings and have students guess how you feel.
6. Language experience stories about good and bad feelings.
7. Tape record the way they are feeling that day.
8. Have puppet shows
9. Game: First Day Words.
10. Art: Make masks to show different feelings; make pictures using different medium to show happy and sad feelings.
11. Books:
    a. Is Anybody Listening?
    b. Where Do I Belong?
    c. Corduroy
    d. Nothing at All
    e. Nobody Listens to Andrew
    f. Just Me
    g. Elane Corner
    h. Will I Have A Friend
    i. The Forgotten Bear

C. Materials: Duso Kit, Art Materials, Tape Recording, Chart Tablet, The Amazing Life Games Theater, Films which are listed above, Finger plays - Personal File, Songs - Personal File, Story - Personal File, Record: Hap Palmer.

Unit Objective #2: The student will be able to differentiate between good and bad behavior and work habits.

A. Criterion-Referenced Objectives: The student will...
1. be able to state orally at least three examples of unacceptable behavior.
2. be able to state orally at least three characteristics of acceptable work habits.
3. be able to state orally at least three characteristics of unacceptable work habits.

B. Learning Activities:
1. Discussion using pictures of animals.
2. Language experience stories
3. Duso Kit, Unit II, cycle C
4. Human development program, Unit I
5. Role playing of acceptable and unacceptable behavior and have the children guess.
6. Read the story -- Peas, Cheese and Chocolate Pudding.
7. Books:
    a. The Tale of Peter Rabbit
    b. Rub's Readings

c. Alexander and the Terrible, Horrible, No Good, Very Bad Day.
d. Where The Wild Things Are
e. The Quarreling Book
f. Sam Bangs and Moonshine
g. Let's Be Enemies

8. Discuss work habits as related to success at school.
9. Establish reward system for good work habits where children can earn points for special privilege.
10. Plan a time in the day where only unacceptable work habits are used.
11. Discuss what happens when we don't work as a team.
12. Language experience stories.
13. Charades - use teams.
14. Language experience story about why good work habits make the classroom a good place to be in.
15. Game - Red light, Green light - to familiarize children with the room and the rules to follow.
16. Film - How Do You Feel About School.

C. Materials: Duso kit, David Cook pictures - The Purple Picker-upper, Human development program, Chart Tablet, Story-personal file, Game - The Amazing Life Game Theater Chart Tablet, and books listed above.

Unit Objective #3: The student will be able to recite rules for good behavior in the classroom.

A. Criterion-Referenced Objective:
1. The student will be able to state orally at least three characteristics for good behavior in the classroom.

B. Learning Activities:
1. Star of the week
2. Teacher writes in a booklet, comments from other students about star's good behavior that week.
3. Star would tape record how he feels about comments made about his behavior.
4. Duso Kit - Unit III - Introduction

C. Materials: Art materials; tape recorder; Duso Kit.

Unit Objective #4: The student will be able to begin and complete a task with little help from the teacher.

A. Criterion-Referenced Objective:
1. The student will be able to make a Halloween costume with help from the teachers.

B. Learning Activities: These activities will develop eye-hand coordination, small finger muscles and visual discrimination.

1. Duso Kit - Unit I - Cycle C
2. Cutting
3. Pasting
4. Making play dough
5. Threading needles
6. Tracing objects on paper
7. Folding
8. Tearing

C. Materials: Art supplies; sewing materials; Duso Kit.

Unit Objective #5: The student will be able to work with other students in learning centers.

A. Criterion-Referenced Objective:
   1. The student will be able to prepare and bake gingerbread men with other children in the housekeeping center.

B. Learning Activities: These activities will provide the experience of working together as a team, sharing utensils, taking turns and assuming responsibility for cleaning up.

   1. Read the Gingerbread man story.
   2. Make a vocabulary chart of all new words learned from story.
   3. Make a chart for the recipe emphasizing sequential order.
   4. Measure ingredients.
   5. Dramatize story while cookies are baking.
   6. Show one-to-one correspondence when serving cookies.
   7. Discuss briefly the senses of smell and taste.
   8. Make play-dough so cooking experience can be recreated
   9. Discuss health and safety when cooking and eating.
   10. Student will retell the story to the class using a flannel board.
   11. Books:
      a. The Gingerbread Man
      b. The Little Red Hen
      c. Clay Dough Play Dough

C. Materials: Recipe-Literature with young children; play dough-Clay Dough, Play Dough; cooking utensils, clean up materials; flannel board; story characters made from pellon.

Unit Objective #6: The student will be able to demonstrate a good feeling about himself as a whole person.

A. Criterion-Referenced Objectives:
   1. The student will be able to draw a human figure and verbally state five body parts.
   2. The student will be able to state orally the five senses and their corresponding body parts.

B. Learning Activities:

1. Language experience story about Who Am I? - Creative expression book.
2. Make faces using different shapes cut out of construction paper to be placed properly.
3. Make silhouettes of each child.
4. Place silhouettes around the room and have children find their own silhouette.
5. Trace whole body of child on butcher paper and have student complete body parts and clothing.
6. Discuss what hands and feet can do.
7. Teach right and left hand using different colored yarn.
8. Songs:
   a. Hokey Pokey
   b. One Finger One Thumb
   c. Finish My Rhymn
9. Motor: daily exercises using body image
10. Books:
    a. The Foot Book
    b. The Ear Book
11. Records:
    a. What is your name.
    b. Feelings
    c. Put your hands in the air.
12. Finger plays - I Wiggle; Two Little Eyes; Feet; My Fingers; The Finger Band, Clap Your Hands; Thumbkin; Ready to Listen With My Hands; Touch Your Toe; Eye Winker; Fee, Fie, Foe, Fum; Open, Shut Them; My Hands, Mister Thumb; Mouth; Right Hand, Left Hand; Finger Family.
13. Use feel me box to identify objects by sense of smell and touch.
14. Identify objects by their characteristic sounds using tape recorder and taking walks around play ground.
15. Use sense of sight by naming colors, using colors and patterns creatively and matching identical colors and color shades.
16. Have a tasting party for sense of taste.
17. Blind fold student and have him identify objects by sense of smell.
18. Using chart tablet have student verbally list objects and what senses are affected.
19. Game - Go on a noise hunt; Simon Says; Little Willy Wittle mouse - to teach students to recognize a person by listening to his voice.
20. Motor: Hearing discrimination p. 60-76
21. Story: The Little Elf Who Listened
22. Poem: See? Hear? Smell? Feel? Taste?
23. Records:
    a. I Have Two Eyes
    b. Rub Your Tummy
    c. Sights and Sounds
24. Books:
    a. Noise in the Night
    b. What's that Noise

C. Materials: Finger plays-personal file; records: Hap Palmer; Motor: Sensorimotor Training Activities; Books: listed previously: tape recorder; feel me box; poem-personal file; textured material, food with positive taste and smell; story-personal file; records: Sesame Street and Bomar.

Unit Objective #7: The student will be able to identify his role in the family unit.

A. Criterion-Referenced Objective:
   1. The student will be able to state verbally at least three ways in which he is able to help his family at home.

B. Learning Activities:
   1. Role playing about duties at home.
   2. Puppet shows showing life at home.
   3. Discussions about keeping self and home clean and neat using pictures as visual aides.
   4. Language experience stories.
   5. Develop duty charts to show child how he can help at home.
   6. Duso Kit - Unit IV - Cycle B
   7. Films:
      a. Two Times a Day
      b. Soap and Water are my Friends
   8. Records:
      a. Take a Bath
      b. Brush Away
   9. Books:
      a. We Help Mommy
      b. Bedtime for Frances
      c. Bread and Jam for Frances
      d. Mop Top
      e. If Everybody Did
      f. Harvey's Hide Out
      g. The Cat and the Bird in the Hat
      h. The Untidy Little Hedge Hog
   10. Songs:
      a. Mulberry Bush
      b. Polly Put the Kettle On
      c. Paw Paw Patch
      d. Mothers knives and forks

C. Materials: David Cook pictures - keeping neat and clean; chart tablet; film- listed above; Songs: Heritage Songster; Duso Kit; Records: Hap Palmer.

Unit Objective #8: The student will be able to identify his parents role as community workers.

A. Criterion-Referenced Objective: The student will...
   1. be able to state verbally what his parents do and where they work.

B. Learning Activities:
1. Have student interview parents about what they do.
2. In learning center match pictures of mothers and fathers and what they do.
3. Have parents who work come and talk about what they do.
4. Take a field trip to a parent's place of work.
5. Role playing
6. Create different occupations in housekeeping block and art centers.
7. Language experience stories
8. Group thank you letter to parents who come to talk to class.
9. Develop a prop box for different work areas
10. Duso Kit - Unit I - Cycle C
11. Songs:
    a. Old MacDonald Had a Farm
    b. When Johnny comes Marching Home
    c. I've Been Working on the Railroad
    d. Muffin Man
12. Films:
    a. Why people work
    b. Mothers Work Too
    c. Father Works for Family
    d. Fathers Work
13. Books:
    a. The Day Daddy Stayed Home
    b. Where are the Mothers
    c. If I Were A Mother
    d. My Mother is Lost
    e. Tubby and His Lantern
14. Records:
    a. When I Grow Up- Golden
    b. A childs introduction to Grown Ups

C. Materials: Duso Kit; Props in housekeeping center; props in black center; art materials; chart tablet; songs: Heritage Songster; Books: listed above; Films: listed above.

Unit Objective #9: The student will be able to demonstrate a good feeling about his parents role in the community.

A. Criterion-Referenced Objective:
1. The student will be able to dictate a story to the teacher. The story content should indicate a positive attitude towards the parents' work.

B. Learning Activities:
1. Discuss the work parents do using pictures as visual aides.
2. Make picture sequence stories about what parents do in a day.
3. Use the prop box in various centers.
4. Have family plays.

5. Fingerplays:
   a. Five in the Family
   b. Grandfather's Clock
   c. Grandma and Grandpa
6. Poem: Three Little Kittens
7. Film: How You Feel About Your Home and Family
8. Books:
   a. A Father Like That
   b. Giant John

C. Materials: David Cook Pictures-Workers We Know, Film - listed above, book - listed above.

D. Evaluation: The student will be able to...
1. make a tape recording of how he feels on a certain day.
2. dictate a language experience story about good and bad behavior and work habits.
3. make a tape recording about his feelings concerning remarks made by students in the class.
4. exhibit his finished costume in a fashion show.
5. recreate the process of making gingerbread men using play dough.
6. complete the body parts on a cut out form of himself.
7. dictate a story about how he is helping at home.
8. dictate a language experience story. In the story, he should state what his parents do and where they work.
9. Using the prop box, the student will be able to role play what his parents do.

BIBLIOGRAPHY

1. Dallin, Peonand Ann, Heritage Songster; Wm C. Brown Co., 1966.
2. Brally, William T., Daily Sensorimotor Training Activities; Educational Activities Inc., 1968.
3. Cooly, Betty, Using Literature with Young Children; Wm C. Brown Company, 1973.
4. Cook, David, The Purple Picker-Upper and His Friends; Instructor Publication Inc.
5. Keeping Clean and Neat; Instructor Publishing Co.
6. Workers We Know; Instructor Publishing Co.
7. Shumate, Billy Ieon, Creative Expression; Millben Publishing Company, Missouri.

Records:

1. Bomar Records Inc., Sights and Sounds
2. Self Image
3. Golden Records, When I Grow Up
4. A child's Introduction to Grown Ups

5. Palmer Hap, Learning Basic Skills Through Music; Educational Activities Inc.
6. Learning Basic Skills Through Music-Health and Safety; Educational Activities Inc.
7. Getting to Know Myself; Educational Activities Inc.
8. Sesame Street Inc.; Little Brown Co., N.Y., 1970.

Films:

1. Churchhill Films F.S. 301.42F, Fathers Work.
2. F.S. 301.42M, Mothers Work Too.
3. El Cerreto, Calif. F.S. 301.42f, Fathers works for Family
4. IFC series:
   a. How Do You Feel About School?
   b. How Do You Feel About Being Alone?
   c. My Baby Sister Needs Me.
   d. How Do You Feel About Home and Family?
   e. How Do You Feel About Other Children?
5. Guidance Associates of Pleasantville, N.Y.; First Things - You Got Mad, Are You Glad, What Do You Expect of Others?
6. Highsmith Co., Soap and Water are My Friend; Two Times a Day.
7. Madison 4 Wis. Vec. F.S. 331.7, Why Do People Work?
8. Scholastic Services, Who Am I?

Books:

1. Alexander, Ann, Noise in the Night; Rand McNally & Co., 1960.
2. Alexander, Martha, Nobody Asked Me If I Wanted a Baby Sister; The Dial Press, 1971.
3. Birdwell, Norman, The Cat and The Bird in the Hat, Scholastic Book Services, 1964.
4. Brett, Molly, The Untidy Little Hedge Hog. The Medici Society, London, 1966.
5. The Forgotten Bear; The Medici Society, London, 1968.
6. Cohen, Miriam, Will I Have a Friend?; Young Readers Press, N.Y., 1971.
7. Child Study Association, Brothers and Sisters Are Like That; Thomas Y. Crowell Co., N.Y., 1971
8. Chernoff, Goldie Taub, Clay Dough, Play Dough; Scholastic Book Service, 1974.
9. Carley, Wayne, Is Anybody Listening?; Garrard Pub. Co., 1971.
10. Craig, M. Jean, Where Do I Belong; Four Winds Press, N.Y., 1971.
11. Cushman, Jean, We Help Mommy; Golden Press, N.Y., 1959.
12. Freeman, Don, Mop Top, Viking Press, N.Y., 1955.
13. Freeman, Don, Corduroy, Viking Press, N.Y., 1968.
14. Gag, Wanda, Nothing at All, Eau Claire, Wis. , 1941.
15. Guil foile, Elizabeth, Nobody Listens to Andrew; Follett Pub., Chicago, 1957.
16. Hallits, Marie, Just Me, Viking Press, N.Y., 1965.
17. Hohan, Russel, Bedtime for Frances, 1960.

18. Hohan, Russel, Bread and Jam for Frances, 1964.
19. Hohan, Russel, Harveys' Hide Out, Scholastic Book Service, 1972.
20. Johnson, Crockett, A Picture of Harold's Room; Scholastic Book Service, 1973.
21. Kessler, Ethel and Leonard, The Day Dad Stayed Home; Junior Books Doubleday and Co., N.Y., 1959.
22. Kauffman, Lois, What's That Noise; Lathrop, Lee and Shepard Co., 1965.
23. Label, Arnold, Giant John, Harper & Row Pub., Co., N.Y., 1964.
24. Liske, Sonia O., I Am, Scholastic Book Service, 1973.
25. Lexau, Joan M., That's Good, That's Bad, Weekley Reader, 1963.
26. Marino, Dorothy, Where are the Mothers; J.B. Lippincott Co., N.Y., 1959.
27. Mizumura, Kazue, If I Were a Mother; Thomas Y. Crowell Co., N.Y.
28. Myers, Bernice, My Mother is Lost, Scholastic Book Service, 1970.
29. Ness, Evaline, Sam Bangs and Moonshine; Holt, Rinehart & Winston, N.Y.,1967.
30. Patter, Beatrix, The Tale of Peter Rabbit, F. Warne & Co., N.Y.
31. Pelauin, Cheryle, Riley's Revenge; G.P. Putman's & Sons, N.Y., 1972.
32. Perkins, Al, The Ear Book, Random House, 1968.
33. Tubby and His Lantern, Random House, 1971.
34. Seuss, Dr., The Foot Book, Random House, 1968.
35. Sendak, Maurice, Where the Wild Things Are, Harper & Row, 1963.
36. Star Hill, Elizabeth, Evan's Corner, Halt, Rinehart, 1967.
37. Step Toe, John, Steve, Harper & Row, N.Y. 1969.
38. Stover, JoAnn, Jim in a Family, David McKay Co., 1966.
39. If Everybody Did; 1960.
40. Udry, Janice May, Let's Be Enemies; Harper & Row, N.Y., 1961
41. Viorst, Judith, Alexander and the Terrible, Horrible, No Good, Very Bad Boy; Atheneum, N.Y., 1960.
42. Zolstow, Charlotte, The Quarreling Book; Harper & Row Pub., N.Y., 1963.
43. Zolstow, Charlotte, A Father Like That; Harper & Row Pub., N.Y., 1971.

Unit Title: THE WORLD AROUND ME

I. Unit Overview: After the kindergarten child is introduced to the world of work through investigation of the working life of his family. He then learns something of the workers who he encounters at school and who come to his home or work in his neighborhood and how they affect his way of life.

II. Unit Content Outline:

A. My School
   1. Who works in my school
      a. teacher
      b. principal
      c. secretary
      d. nurse
      e. custodian
      f. cafeteria workers
   2. How do they help me
   3. What are our jobs at school
      a. help one another
      b. help the teacher
      c. help in the classroom
      d. help in the school

III. Unit Objectives:

1. The student will explore his school to observe the workers and their duties in the school and the student's responsibilities while at school.
2. The student will identify neighborhood workers and how they help him.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will...
   1. take a tour of the school observing people at work and then draw a picture of the duties of one school worker.
   2. name two responsibilities he has at school.
   3. carry out one classroom responsibility each day for one week.
   4. roleplay one responsibility he has as a school worker.

B. Learning Activities:
   1. Poem to read, "This is the School Where I Go" (p.39) Learning About the World. After reading it, have children illustrate the poem in mural form.
   2. Roleplay different people around the school. i,e., Pretend you are in the principal's office. Who are you? What do you do?

3. Take a walking tour of the school - Visit the main office - watch the secretary and principal at work; visit the nurses' office, the cafeteria and kitchen, and watch the custodian as he does work inside and outside of the school.
4. Helping Hands Chart - Give several children special classroom jobs each week.

5. Read "The Little Red Hen". Why do we need to help each other?
6. Read "The Lion and the Mouse" by Alsop. Discuss the moral-regardless of how small or weak, we can help others.
7. Read "The Old Woman and Her Pig". Discuss the division of labor.
8. Use How About You? charts to stimulate discussion.
   #5 - Can She Help?
   #7 - Fire Drill
   #3 - Traffic Safety
9. Discuss good manners as an individual's responsibility in the school.
10. With the school art teacher the children will draw the school building using geometric forms.
11. Let's Keep Our School Clean!--ecology in the school. How can we keep our school clean? Make a language experience story of the way we can help to keep our school clean.
12. Have a school worker come to the classroom. i.e., Have the secretary come to the room and talk to the children about why she may need to come to the room and vice versa.
13. Take a walk around the playground- talk about outside responsibilities.

C. Materials:

Teacher's References

1. DUSO- rules for classroom discussion
2. How About You? charts, Ginn Health Education
3. Learning About the World, Teacher's Manual, Allyn & Bacon.
4. Compton's Young Children's Prencyclopedia. Vol. 2, 8, 12, 14, 15.

Children's Books

1. Heim, Lorraine and Jerrold, Two is a Team. N.Y., Harcourt, Brace and Co., 1945.
2. Buckley, P. and Jones, H., Five Friends at School, N.Y., Holt, Rinehart and Winston, Inc., 1964.
3. Cohen, Miriam, Will I Have a Friend? N.Y., The Macmillan Company, 1967.

Filmstrips

1. School Manners Troll (FS 797)
2. What Good is School (FS 847)

Filmstrip and Cassettes

1. Little Things that Can't (FS 16)
2. Career Awareness Q.E.D.

Pictures

1. School and School Helpers
2. Ways We Learn
3. Children and the Law

SCIENCE

Unit Title: FOODS FROM FARM TO TABLE

I. Unit Overview: The child will learn that food just doesn't appear on his plate. He will learn about the farmer's role and the activities that go on the farm. He will understand where the food he eats comes from. The child will learn about the activities in the grocery store and where the different food is kept. The child will learn the importance of a well-balanced meal and he will learn to plan good meals. This unit will be taught to approximately sixty children for an eight week period.

II. Unit Content Outline:
- A. The Farm
  1. Activities on the farm
  2. Buildings found on the farm
  3. Equipment used on the farm
  4. Sources of meat on the farm
  5. Sources of produce on the farm
- B. The Grocery Store
  1. Activities carried on in a grocery store
  2. The different departments in a grocery store
     a. produce department
     b. preparing nutritious meals

III. Unit Objectives: The students will be able to...
1. Using a model of a farm, the students will be able to demonstrate the different activities on a farm.
2. identify farm animals as a source of food.
3. identify farm produce as a source of food.
4. identify different kinds of produce in a grocery store.
5. simulate the activities in a grocery store.
6. differentiate between the different food groups.
7. recognize the difference between raw and prepared food.
8. plan nutritious meals.

IV. Unit Description:

Unit Objective #1: Using a model of a farm, the students will be able to demonstrate the different activities on a farm.

A. Criterion-Referenced Objective: The student will...
1. be able to construct a facsimile of a farm in the block center.
2. be able to verbally state at least three ways a farmer takes care of his farm.
3. be able to verbally state three types of buildings on a farm.
4. be able to state verbally at least three types of equipment used on a farm.
5. be able to tell a flannel board story based on the story "Wake Up Farm."

6. The student will be able to draw a picture of a specific farm activity.

B. Learning Activities:
1. Provide equipment and materials in the block center to construct a facsimile of a farm.
2. Language experience stories about farm activities.
3. Discussion of farm building using pictures as visual aides.
4. Discussion of farm equipment using pictures as visual aides.
5. Make a flannel board story of "Wake Up Farm."
6. Provide art materials in art center.
7. Films:
   a. Life on a Small Farm
   b. A Visit to the Farm
8. Books:
   a. Little Farm
   b. Lets Go To A Farm
   c. I Know A Farm
   d. The Empty Barn
   e. Wake Up Farm
   f. Bright Barn Yard
   g. The Old Barn
9. Poem:
   a. Tall Silo

C. Materials:
1. blocks
2. scraps of soft wood
3. flannel board and characters made from pellon
4. toy trucks
5. chart tablet
6. farm pictures-personal file
7. books-listed above
8. films-listed above
9. poem-personal file

Unit Objective #2: The students will be able to identify farm animals as a source of food.

A. Criterion-Referenced Objectives: The student will...
1. be able to state verbally at least five animals he would find on a farm.
2. be able to state verbally at least three farm animals and what they eat.
3. be able to state verbally at least three animals and where they live.
4. be able to dictate a language experience story about what farm animal he would like to have and how he would take care of it.
5. be able to take care of a small farm animal in the classroom.

6. The student will be able to identify at least four animal sounds from a tape recorder.
7. be able to match six farm animals and their babies.
8. be able to state verbally at least three farm animals which are sources of meat.
9. be able to match pictures of four farm animals and pictures of meat which comes from them.
10. be able to tell a flannel board story about farm animals as a source of food.
11. be able to identify six farm animals while visiting a farm.

B. Learning Activities:
1. Discussion of farm animals using pictures as teaching aides.
2. Discussion of foods farm animals eat.
3. Discussion of farm animal homes using pictures as visual aides.
4. Language experience stories.
5. Make arrangements to have a small farm animal in the classroom.
6. Tape farm animal sounds.
7. Provide pictures of farm animals and farm animal babies.
8. Discussion of meat sources using pictures as visual aides.
9. Provide pictures of farm animals and farm animal babies.
10. Make flannel board story of Rosie's Walk.
11. Make arrangements for a field trip to a farm.
12. Provide small farm animals to be used on model farm.
13. Films:
    a. Animals on the Farm
    b. The story of meat
    c. Chicken Little
14. Songs:
    a. Baa Baa Black Sheep
    b. Little Bo-Peep
    c. Little Boy Blue
    d. Old Gray Goose
    e. Old MacDonald Had a Farm
    f. Barnyard Song
    g. Three Blind Mice
    h. Bingo
    i. Barnyard Family
15. Finger plays:
    a. Three Ducks Farm
    b. I Had a Little Rooster
16. Game:
    a. Duck, Duck, and Goose
17. Art: Provide various kinds of feathers for feather painting.

18. Books:
    a. Farm Animals
    b. The little Cow and the Turtle
    c. Mister Penny
    d. Brown Cow Farm
    e. One Horse Farm
    f. Katie's Chicken
    g. The Farmer and His Cows
    h. The Chicken Book
    i. Chicken Little
    j. Make Way for Ducklings
    k. The Tale of Jemima Puddle Duck
    l. A Cow in the House
    m. What is a Cow
    n. Flip
    o. Big Black Horse
    p. Whatever Happens to Baby Horses
    q. A Horse Grows Up
    r. Small Pig
    s. Bing Bang Pig
    t. Danny's Pig
    u. The Three Billy Goats Gruff
    v. The Old Woman and Her Pig
    w. Friendly Farm Animals
    x. Too Much Noise
    z. The Lost Lamb
    aa. Old MacDonald Had A Farm
    ab. Poems for Counting
    ac. Animal Babies
    ad. Animals Walk
    ae. Flip and the Cows
    af. Pelle's New Suit
    ag. Rose's Walk
    ah. The Little Tiny Rooster
19. Movement: Rocking Horses to swaying music.

C. Materials:
1. pictures listed above
2. chart tablet
3. cage or pen for small farm animal
4. tape recorder
5. flannel board and characters made from pellon
6. colored poster board
7. films listed above
8. Songs: Heritage Songsters
9. finger plays - personal file
10. game - personal file
11. different kinds of feathers
12. books listed above

Unit Objective #3: The students will be able to identify farm produce as a source of food.

A. Criterion-Referenced Objectives: The student will...
   1. be able to state verbally at least three vegetables that grow above the ground.
   2. be able to state verbally at least three vegetables that grow below the ground.
   3. be able to state verbally at least five fruits grown on a farm.
   4. be able to tell a flannel board story about how all farm produce begins from a seed.

B. Learning Activities:
   1. Provide magazines for students to cut out pictures of vegetables.
   2. Make a bulletin board which indicates a section of ground and a section of sky so students can place pictures of vegetables in the appropriate place.
   3. Discussion of fruits and vegetables using pictures as visual aides.
   4. Make a flannel board story about the development from seed to plant.
   5. Make bulletin board of plant structure and pictures of the parts of the plant eaten.
   6. Soak bean seeds over night and have students open seeds to discover plant inside.
   7. Plant different parts of an apple to show the apple begins from a seed.
   8. Make butter out of cream.
   9. Watch a plant drink colored water grow tops of different vegetables.
   10. Story: The Little Round Red House
   11. Finger play - Little Seeds
   12. Films:
      a. The Story of How Apples Grow
      b. Americans at Work -Wheat Farmers
   13. Books:
      a. Corn- Farm Boy
      b. How Does it Grow
      c. How We Get Our Food
      d. Fruit is Ripe for Timothy
      e. My Garden Grows
      f. Plants that Feed Us
      g. Rain Makes Apple Sauce
      h. Scarecrow
      i. Where We Get Our Food

C. Materials:
   1. magazines
   2. Art materials for bulletin board
   3. bean seeds
   4. two apples
   5. cream

6. salt
7. glass jar
8. story-personal file
9. finger play-personal file
10. films listed above
11. books listed above
12. flannel board and stories pieces out of pellon
13. pictures listed above

Unit Objective #4: The students will be able to identify different kinds of produce in a grocery store.

A. Criterion-Referenced Objectives: The student will...
   1. be able to verbally state at least four vegetables he identifies in the produce section of the grocery store.
   2. be able to verbally state at least four fruits he identifies.
   3. Given a tree, the student will be able to hang fruit which they have cut out and stuffed.
   4. be able to verbally state at least three vegetables from the produce department which are also found in the can goods department.
   5. be able to state verbally at least three fruits from the produce department which are also found in the can goods department.

B. Learning Activities:
   1. Make arrangement for a field trip to the grocery store.
   2. Discussion of produce in grocery store using pictures as visual aides.
   3. Make a vocabulary chart of fruits and vegetables.
   4. Put a tree branch in plaster of paris for the students to hang the fruit they make.
   5. Books:
      a. The First Book of Supermarkets
      b. I Know a Grocer

C. Materials:
   1. pictures listed above
   2. chart tablet
   3. construction paper
   4. newspaper for stuffing
   5. books listed above
   6. tree branch
   7. plaster of paris
   8. coffee can

Unit Objective #5: The students will be able to simulate the activities on a grocery store.

A. Criterion-Referenced Objective: The student will...
   1. be able to state verbally at least three different jobs people have in the grocery store.

2. be able to state verbally at least three different departments in a grocery store.
3. Given a set of pictures of different departments in a grocery store and a set of pictures of workers in a grocery store, the student will be able to match the sets.
4. be able to dictate a language experience story about his visit to the grocery store.
5. be able to role play with a small group the various activities in a grocery store.
6. be able to draw a picture of the inside of a grocery store.

B. Learning Activities:
1. Set up a mock grocery store in the interest center.
2. Have the children bring in empty cans, bottles, boxes such as cereal, etc. to put in mock grocery store shelves.
3. Display pictures of the different departments in the grocery store.
4. Display pictures of workers in the grocery store.
5. Language experience stories.
6. Books:
   a. I Want to be a Storekeeper
   b. Let's Go to a Bakery
   c. At the Bakery
   d. Let's Find out about Bread
7. Poem- At the Market

C. Materials:
1. chart tablet
2. different size boxes
3. pictures listed above
4. books listed above

Unit Objective #6: The student will be able to differentiate between the different food groups.

A. Criterion-Referenced Objectives: The student will...
1. be able to state verbally the names of the four basic food groups.
2. be able to state verbally at least three milk products.
3. be able to state verbally at least three bread products.
4. be able to state verbally at least three meat products.
5. be able to state verbally six fruit and vegetable products.
6. be able to state verbally three differences between fruits and vegetables.
7. be able to state verbally three various forms that food comes in.

8. Given apples purchased from the grocery store trip, the student will be able to peel and slice apples to make apple sauce.
9. The student will be able to peel, cut, wash vegetables and prepare Stone Soup.
10. The student will be able to measure and pour the ingredients to make ice cream.
11. Given a verbal description, the student will be able to identify various fruits and vegetables from their taste, smell, and texture.
12. Having cut wedges of vegetables, dipping them in point and pressing on to paper, the student will be able to identify which vegetable made the print.

B. Learning Activities:
1. Discussion of four basic food groups using pictures as visual aids.
2. Provide various forms of milk products for the students to taste and smell.
3. Provide various forms of bread products for the students to taste, feel, and smell.
4. Discussion of meat products using pictures as visual aides.
5. Provide pictures, plastic and real fruit and vegetables.
6. Provide canned, dried, frozen, fresh and boxed foods for discussion.
7. Provide cooking utensils for preparing apples to make apple sauce.
8. Provide vegetables and cooking utensils to make Stone Soup.
9. Set up equipment in housekeeping center to make ice cream.
10. Make rebus charts for cooking experiences.
11. Provide art materials for vegetable printing.
12. Films:
    a. The Story of Milk
    b. The Story of Bread
    c. The Story of Meat
13. Books:
    a. Rain Makes Apple Sauce
    b. The Milk that Jack Drank
    c. Chicken Soup and Rice
    d. Plenty of Fish
    e. Stone Soup
14. Songs:
    a. Oats, Peas, Beans
    b. Paw Paw Patch
    c. Shucking of the Corn
    d. Short'nin Bread

C. Materials:
1. Pictures listed above
2. different milk products
3. bread products
4. plastic fruits and vegetables
5. fruits and vegetables

6. various food forms listed above
7. Hot plate
8. Ice cream freezer
9. rock salt
10. ice
11. recipes for cooking experience-personal file
12. cooking utensils
13. poster board for rebus charts
14. news print
15. tempera
16. films listed above
17. books listed above
18. science experiments-personal file
19. Observe spores and molds forming on bread
20. Investigating the inside of fruits and vegetables

Unit Objective #7: The students will be able to recognize the difference between raw and prepared food.

A. Criterion-Referenced Objectives:
   1. Given a set of pictures of raw food and prepared foods, the student will be able to match the sets.
   2. The student will be able to state verbally at least five vegetables that are served both raw and cooked.
   3. The student will be able to dictate a language experience story about a food he has eaten both raw and cooked. The story content should contain information about the color, shape, texture, taste and smell and what food groups it belongs in.
   4. Given a feel me box with a raw fruit or vegetable in it and a various display of prepared fruits and vegetables in cans, the student will be able to match the raw product with the canned product by touch and smell.

B. Learning Activities:
   1. Provide pictures as visual aides of raw and cooked for discussion foods.
   2. Provide examples of raw and cooked fruits and vegetables.
   3. Language experience story.
   4. Provide a feel me box in interest center.
   5. Books:
      a. The Carrot Seed
      b. Fruit is Ripe for Timothy

C. Materials:
   1. pictures listed above
   2. raw foods
   3. canned foods
   4. chart tablet
   5. feel me box

Unit Objective #1. The students will be able to plan nutritious meals.

A. Criterion-Referenced Objective: The student will...
   1. be able to verbally state three meals he has everyday.
   2. be able to state verbally the four basic food groups which each meal should include.
   3. Given a paper plate and old magazines, the student will be able to cut out pictures and paste on the paper plate a well-balanced breakfast.
   4. In the housekeeping center the student will be able to plant and prepare a well-balanced breakfast.
   5. The student will be able to make paper sandwiches.
   6. The student will be able to prepare a well-balanced lunch in the housekeeping center.
   7. By setting up a classroom restaurant, the student will be able to dictate the proper food choices for the dinner menu.

B. Learning Activities:
   1. Language experience stories.
   2. Discussion of the four basic food groups using pictures as visual aides.
   3. Set out materials to make a mock breakfast in the art center.
   4. Provide ingredients and equipment in the housekeeping center for making breakfast.
   5. Provide colored construction paper cut in different sizes for sandwich making in the art center, emphasizing sequential order.
   6. Provide ingredients and equipment in housekeeping center for lunch making.
   7. Arrange an area in the classroom for a fascimile restaurant to be set up.
   8. Art: Weave place mats and place eating utensils on them properly.
   9. Films:
      a. Alexander's Breakfast Secret
      b. Project AM
      c. Courtesy at the Table
   10. Books:
      a. The Poppy Seed Cakes
      b. Spaghetti Eddie
      c. Bread and Jam for Frances
      d. The Sandwich
      e. Old Man Rabbit's Dinner Party
      f. The Horse that Liked Sandwiches

C. Materials:
   1. chart tablet
   2. pictures listed above
   3. paper plates
   4. art supplies
   5. variety of breakfast foods.

6. old magazines
7. ingredients for lunch

D. Evaluation: The student will be able to...
1. dictate a story depicting the different activities on a farm.
2. catagorize farm animals and meat products.
3. match the concrete example of farm produce to the abstract example of produce from the grocery store.
4. state verbally at least two flowers we eat, two stems we eat, two leaves we eat, two roots we eat, and two seeds we eat.
5. role play a specific activity in the grocery store.
6. make a booklet of the four different food groups.
7. put pictures of raw food and prepared food in the proper catagory.
8. dictate three nutritious meals for his family.

BIBLIOGRAPHY

Pictures:

1. Frost, Marie Hibma, A Trip to the Farm, David Cook Pub, Ill., 1971.
2. Frost, Marie Hibma, Food and Nutrition, David Cook Pub., Ill. 1966.
3. Scholastic Magazine, Let's Start.
4. Society for Visual Education, Supermarket Helpers.
5. Society for Visual Education, Farm and Ranch Animals.

Films:

1. Cereal Institute Inc., Alexanders Breakfast Secret
2. Cereal Institute Inc., Project AM.
3. Courtesy Series, Cornet Films, Courtesy at the Table.
4. Encyclopedia Britannica F.S. 631V, A Visit to the Farm.
5. Encyclopedia Britannica F.S. 631W, Americans at Work, What Farmers.
6. Encyclopedia Britannica F.S. 636A, Animals on the Farm.
7. Eye Gate House, Chicken Little.
8. McGraw Hill Book Co., F.S. 30.1, Life on a Small Farm.
9. SVE F.S. 634S, The Story of How Apples Grow.
10. SVE 462, The Story of Milk.
11. SVE 459, The Story of Bread.
12. SVE 461, The Story of Meat.

Books:

1. Blair, Susan, The Three Billy Goats Gruff, Halt, Reinhart &
2. Winston, 1962.
2. Bendick, Jeanne, The First Book of Supermarkets, Franklin Watts, 1954.
3. Beskow, Elsa, Pelle's New Suit, Harper & Row.
4. Bethers, Ray, How Does it Grow?, St. Martins, 1963.
5. Buchheimer, Naomi, Let's Go to a Bakery, G.P. Putmans Son, 1956.
6. Burt, Olive, Let's Find Out About Bread, Franklin Watts, 1966.
7. Brown, Marcia, Stone Soup, Scribner's Sons. 1947.
8. Carrick, Carol and Donald, The Old Barn, The Bobby Merrill Co., 1966.
9. Clark, Margery, The Poppy Seed Cakes, Scholastic Book Service, New York, 1924.
10. Collier, Ethel, I Know A Farm. W.R. Scott, 1960.
11. Colonius, Lillian, At the Bakery, Melmont Pub., 1953.
12. Coody, Betty, Using Literature with Young Children, WM C. Brown, Iowa, 1973.
13. Cooks, Donald E., The Old Woman and Her Pig, Holt Inc., 1963.
14. Dallin, Leon and Lynn, Heritage Songster, WM C. Brown, Iowa, 19.6.
15. De Angeli, Arthur C., The Empty Barn, Westminister Press, 1966.
16. Darby, Gene, What is a Cow, Benefic Press, 1957.
17. De Jong, Meindert, The Little Cow and the Turtle, Harper & Row, 1955.
18. Dennis, Wesley, Flip, Viking, 1941
19. Dennis, Wesley, Flip and the Cows, E.M. Hale and Co., 1942.
20. Ellis, Mary Jackson, Spaghetti Eddie, T.S. Denison, Minn., 1957.
21. Ets, Marie Hall, Mister Penny, Viking, 1963.
22. Farley, Walter, Big Black Horse, Hale, 1953.
23. Fenton, Carroll Lane, Plants that Feed Us, Day, 1956.
24. Floethe, Louise Lee, The Farmer and His Cows, Scribner, 1957.
25. Friskey, Margaret, Chicken Little, Children's Press, 1946.
26. Greene, Carla, I Want to Be a Store Keeper, Children's Press, 1955.
27. Grego, Arthur, Animal Babies, Harper & Row, 1959.
28. Hall, Bill, Whatever Happens to Baby Horses, Golden Press, 1965.
29. Hardy, Bert, A Horse Grows Up, Walker, 1972.
30. Henriod, Lorraine, I Know A Grocer, Putnam, 1970.
31. Henry, Marguerite, Five O'clock Charlie, Rand McNally, 1962.
32. Hoban, Russell, Bread and Jam for Frances, Scholastic Book Service, 1964.
33. Holland, Janice, You Can Never Tell, Scribner, 1963.
34. Howard, Ethel K., How We Get Our Food, Harcourt, 1939.
35. Hutchins, Rose's Walk, Young Readers Press, 1968.
36. Ipcan, Dahlou, Brown Cow Farm, Doubleday, 1959.
37. Ipcan, Dahlou, One Horse Farm, Doubleday, 1950.
38. Ipcan, Dahlou, Bright Barnyard, Alfred A. Knopf, 1966.
39. Krauss, Ruth, The Carrot Seed, Scholastic Book Service, 1945.
40. Krusger, Louise, Scarecrow, Young Readers Press, 1962.
41. Lenski, Lois, The Little Farm, Henry Z. Walck, 1942.
42. Lenski, Lois, Corn-farm Boy, Lippincott, 1954.
43. Label, Arnold, Small Pig, Harper & Row, 1969.

44. Mannheim, Grete, Farm Animals, Knopf, 1964.
45. MacDonald, The Lost Lamb, Doubleday, 1945.
46. McCloskey, Robert, Make Way for Ducklings, Viking, 1941.
47. McGovern, Ann, Too Much Noise, Houghton Mifflin, 1967.
48. Meeks, Esther K., Friendly Farm Animals, Follett, 1956.
49. Murphy, Sara, Bing, Bang Pig, Follett, 1964.
50. Nestrick, Nova, Old Man Rabbit's Dinner Party, Platt and Munk, N.Y., 1961
51. Nicolas, Will, The Little Tiny Rooster, Harcourt, Brace and World, 1960.
52. Podendorf, Illa, Food is for Eating, Children's Press, 1970.
53. Potter, Beatrix, The Tale of Jemima Puddle Duck, Warne, 1936.
54. Pursel, Marjerie, Where We Get Our Food, National Dairy Council, 1967.
55. Quakenbush, Robert, Old MacDonald Had a Farm, Lippincott, N.Y., 1972.
56. Quakenbush, Robert, Poems are for Counting,Lippincott, N.Y., 1963.
57. Rathechild, Alice, Fruit is Ripe for Timothy, Young Scott Books, 1963.
58. Scheer, Julian, Rain Makes Apple Sauce, Holiday House, N.Y., 1964.
59. Scott, William, The Milk That Jack Drank, WM. R. Scott, 1964.
60. Selsam, Millicent, Plenty of Fish, Harper & Row, 1960.
61. Sendak, Chicken Soup and Rice, Harper & Row, 1962.
62. Sewell, Helen, Blue Barns, MacMillan, 1933.
63. Seymour, Dorothy, The Sandwich, Wonder Books, 1965.
64. Soation, Laura, Let's Go to a Farm, Putman, 1958.
65. Thompson, Vivian, The Horse that Liked Sandwiches, Putnam's Sons, 1962.
66. Tresselt, Alvion, Wake Up Farm, E.M. Hale & Co., 1966.
67. Udry, Janice May, Danny's Pig, Lothrop, 1960.
68. Watson, Aldren A., My Garden Grows, Viking Press, 1962.
69. Watson, Nancy Dingman, Katie's Chickens, Knopf, 1965.
70. Watts, Mabel, A Cow in the House, Follett, 1956.
71. Williams, Garth, The Chicken Book, Delacorte Press, 1970.
72. Woodcock, Louise, Animals Walk, E.M. Hale & Co., 1966.

Unit Title: MARINE OCCUPATIONS

I. Unit Overview: The purpose of this career education unit is to provide pupils with an awareness of career possibilities in marine occupations. Kindergarten pupils will be introduced to two basic marine careers, fisherman and seaman. Through various activities these careers will be described and the idea of how an "A" person fits into these careers will be developed.

II. Unit Content Outline:
   A. Interaction with book: I Want to be a Ship Captain, by Carla Greene
      1. Role playing ship duties
      2. Classifying occupational Pictures
      3. Recognizing significance of jobs
      4. Recognizing that an "A" person is needed to do any job
   B. Interaction with book: I Want to be a Fisherman, by Carla Greene
      1. Role playing jobs of fisherman
      2. Recognizing products of fisherman and therefore his worth to society.

III. Unit Objectives: Pupils will be able to...

1. role play jobs on a ship.
2. classify pictures of ship occupations and non-ship occupations.
3. recognize the worthiness of all jobs on a ship.
4. recognize that an "A" person, i.e., awake, is needed in any occupation.
5. role play the jobs of a fisherman.
6. identify the products of fisherman and his worth as a part of our society.

IV. Unit Description:

Unit Objective #1: Pupils will be able to role play jobs on a ship.

   A. Criterion-Referenced Objective:
      1. The student will be able to act out at least one ship related job.

   B. Learning Activities:
      1. Read I Want to be a Ship Captain to class (Carla Greene)
      2. Discuss the different jobs with pupils and act them out yourself.
         a. "What might the ship's captain do?" Pantomine: steering, looking around the ship, giving orders.

b. "What might the ship's baker or cook do?" Pantomime: stirring, putting things in oven, rolling dough, serving food.

3. Next, give all pupils a chance to act out jobs on a ship. This may be done on an individual or large group basis.
4. Notes on difficult words that should be rephrased for kindergarten pupils.
   a. Engineer - one who runs motors
   b. Navigator - helps ship find its way.

C. Materials:
1. I Want to be a Ship Captain, by Carla Greene, 387.2 G C2

Unit Objective #2: Pupils will be able to classify pictures of ship and non-ship occupations.

A. Criterion-Referenced Objective:
1. Given pictures of ten people, pupils will be able to classify them as to whether they are performing in ship or non-ship occupations.

B. Learning Activities:
1. Present drawings of people performing jobs on chalkboard. Let pupils describe what is being done in each of the pictures.
2. Ask: "Which people would we find working on a ship?"
3. Ask: "Which people would we not find working on a ship?"
4. Bring out that we now have two groups of pictures:
   a. People who do work on a ship
   b. People who do not work on a ship
5. Distribute cards to pupils
   a. Five cards have a ship drawn on them
   b. Five cards have a ship drawn on them with a large "X" drawn through the ship.
6. Ask pupils with "ship" cards to come to the board and stand next to a ship occupation.
7. Ask pupils with "not ship" cards to come to the board and stand next to non-ship occupations.
8. Repeat until all pupils have had a chance to participate.
9. This may be set up as learning station for pupils to work with on their own.

C. Materials:
1. Book: I Want to be a Ship Captain, by Carla Greene.
2. Cards made out of construction paper as described in 5a and 5b.
3. Board drawings as described on next page.
4. Field trip to Marine Terminal in Wilmington.

Unit Objective #3: Pupils will be able to recognize the worthiness of all jobs on a ship.

A. Criterion-Referenced Objectives:
   1. Pupils will be able to state the consequences of eliminating any specific job on a ship.

B. Learning Activity:
   1. Ask the following question of the pupils and try to gain similar responses to those listed below.
      What would happen if there was no...

		Responses
a. captain?	-	Nobody would know what to do
b. engineer?	-	Nobody to run motors.
c. navigator?	-	Nobody to tell ship where to go
d. radio man?	-	Nobody to send for help and find out about storms
e. no janitors?	-	Messy rooms
f. no cook?	-	Starvation
g. no seamen?	-	Nobody to load or fix things

   2. Ask: "Is every job on a ship important?"
   3. Ask: "Does everybody need everybody else on a ship?

C. Materials:
   1. Book: I Want to be a Ship Captain, by Carla Greene
   2. Pictures or drawings of the seven occupations discussed

Unit Objective #4: Pupils will be able to recognize that an "A" person is needed to perform every job.

A. Criterion-Referenced Objective:
   1. Pupils will be able to state that all jobs require the person to be awake.

B. Learning Activities:
   1. Out of the requirements for being an "A" person (awake, aware, alert, alive, active, and anticipative of the future), the kindergarten level focuses upon Awake.
   2. Ask: "What happens if the captain of a ship is sleepy or doesn't pay attention to his job?" Response - Crew will not know what to do.
   3. Ask: "What happens if the navigator (person who guides the ship) is sleepy or doesn't do his job?" Response - The ship may crash.
   4. "What happens if the cooks are sleepy or don't pay attention to their job?" Response - Fire may start.
   5. "Is it important that all people on a ship be awake?"
   6. Develop: "To be awake is the meaning of an "A" person."

C. Materials:
   1. Book: I Want to be a Ship Captain, by Carla Greene.

Unit Objective #5: Pupils will be able to role play the actions or a fisherman.

A. Criterion-Referenced Objective:
   1. The pupils will be able to act out one of the jobs of a fisherman.

B. Learning Activities: #1
   1. Read I Want to be a Fisherman to class.
   2. Ask: "What are the jobs of a fisherman?"
      a. Driving boat
      b. Letting out and gathering nets
      c. Sorting fish
      d. Putting fish in hold
      e. Getting supplies
   3. Pantomime jobs yourself as you talk about them.
   4. Invite each pupil to give his or her own opinion and interpretation of the fisherman's jobs.
      Possibilities:
      a. Driving boat: steering motions, casting off, letting out anchor, and looking at horizon.
      b. Letting out nets: pulling and spreading out nets.
      c. Sorting fish: picking out fish and putting them into various imaginary piles.
      d. Putting fish in hold: Picking up imaginary fish and placing them below deck.
      e. Getting supplies: Picking up bag and boxes and taking them from the dock to the ship.

C. Materials:
   1. Book: I Want to be a Fisherman, by Carla Greene

B. Learning Activities: #2
   1. This activity focuses upon the fish gathering and sorting of the fisherman.
   2. Pupils will use their hands as "nets" to gather a pile of multi-colored fish from the "sea" (a table top).
   3. Pupils will then sort fish according to color.
   4. Pupils will place fish in "holds" (boxes of cardboard) according to color.
   5. If different sized paper fish are made, pupils may put back those that are too small.

C. Materials:
   1. Paper fish of different colors and sizes.
   2. Cardboard boxes (shoe boxes).

Unit Objective #6: Pupils will be able to identify the products of a fisherman and his worth as a part of society.

A. Criterion-Referenced Objectives:
   1. Pupils will be able to identify orally the names of four animals that fishermen take from the sea.
   2. Pupils will be able to state that the fisherman has a worthwhile occupation since he supplied food to people.

B. Learning Activities:
   1. From the World Book Encyclopedia show these animals to the pupils:
      a. Tuna - Volume 18, page 397
      b. Lobster - Volume 12, page 363
      c. Crab - Volume 4, page 895
      d. Clam - Volume 4, page 498
      e. Whale - Volume 20, page 213-214b
   2. From SVE Picture Story Study Prints: "Large Sea Animals" and "Small Animals of Sea and Shore", show these pictures to pupils:
      a. White Whale
      b. Crab
   3. While showing pictures tell pupils that fishermen take these and many other animals from the sea for us to eat or use.
   4. On the day following parts 1, 2, 3, ask individual pupils to identify pictures of five sea animals. Ask:
      a. What is this picture of?
      b. How do people get the food from these animals?
      c. Why is the fisherman important to you and me?
      d. Have you ever eaten tuna fish, crabs, lobsters or clams?
      e. Who got these foods for us?

C. Materials:
   1. Pictures from World Book and SVE Study Prints as described above.

Unit Title: NUTRITION

I. Unit Overview: This work is designed to use kindergarten pupils' natural interest in food to capture their attention and focus in on the world of work that food procurement makes necessary to all members of society.

Each pupil will have opportunities to take roles as well as to sense his interdependence.

Effort has been made to keep the suggested activities on a realistic plane and to provide as much pupil action as possible.

This effort does not pretend to be comprehensive but may suggest a way to move toward more effective work in career education.

II. Unit content Outline:
- A. Nutrition - Seeds
  1. the seed catalog
  2. the garden
  3. the farm
  4. field trip
- B. Nutrition - Who Feeds Us!
  1. our dependence on others
- C. Nutrition - Foods at School
  1. sampling raw foods
  2. discussing likes and dislikes

III. Unit Objectives:
1. The pupils will be able to state how gardeners and farmers select the plants they grow on their farms and gardens.
2. The pupils will be able to demonstrate that our nutrition depends upon the work of many persons.
3. The pupils will be able to equate the role of a character in a story to the work of a person employed in the food industry.
4. Pupils experience directly through sampling, different healthful snack foods.

IV. Unit Description:

Unit Objective #1: The pupils will be able to state how gardeners and farmers select the plants they grow on their farms and gardens.

A. Criterion-Referenced Objectives:
1. Given a seed catalog, the pupil will select at least two vegetables that he would like to grow.
2. Pupils will be able to tell one or more reasons why people have backyard gardens.

3. Pupils will be able to say how farming as an occupation is related to home gardens under teacher guided queries as to large and small scale production.
4. Pupils will be able to tell own observation during small group visit to a neighboring home garden.

B. Learning Activities:
1. Pupils use seed catalog and comment as to which vegetables they like most and which vegetables they might grow in their own garden.
2. Pupils will state some reasons why people grow their own vegetables. The teacher anticipating such ideas as:
   a. Saving on food budget
   b. Fresh vegetables taste better
   c. Garden stuff can be picked when at peak of readiness
3. Upon display of a large truck-farming picture and a home garden scene, pupils are asked to point to the picture:
   a. that shows large scale production.
   b. that shows goods that will be used by the gardener.
   c. that shows food that will be sold in grocery stores.
   d. that shows end product of seed catalog selection(both).
4. Pupils in small groups visit a volunteering neighbor's garden in spring or fall enjoying a time of free discussion and perhaps sampling food grown in that garden.

C. Materials:
1. Seed catalogs from Agway, Burpees, etc.
2. "Picking Vegetables" film strip, 630.1, p.c.1
3. a. Teacher procurred magazine pictures of farm and gardens.
   b. "The Story of Fruits and Vegetables," filmstrip, F.S. 634.S.
4. Teacher arranges visitation of a local garden with cooperating parents.

Unit Objectives #2 & #3:
Pupils will be able to demonstrate that our nutrition depends upon the work of many persons.

Pupils will be able to equate the role of a character in a story to the work of a person employed in the food industry.

A. Criterion-Referenced Objective:
1. After learning the children's story, The Little Red Hen or viewing the filmstrip, The Little Red Hen and the Grain of Wheat, the pupils will be able to discuss how each task that is done by the hen is a job that is done for us today by workers in the food industry.

B. Learning Activities:
1. Group discussion centered on the various tasks performed by the hen will provide pupils opportunity to say what worker today does each job:
   a. planting, growing reaping, milking, baking and related incidental work in field, on the road, in the kitchen.

C. Materials:
1. Filmstrip and record, 398.2 L. - The Little Red Hen and the Grain of Wheat, ed. Filmstrip SVE A 122.3.
2. The Little Red Hen, 398.2H - Illustration by Wm. Holdsworth, Farrar C, 1969.

Unit Objective #4: Pupils experience directly through sampling, different healthful snack foods.

A. Criterion-Referenced Objectives:
1. Pupils will discuss in free exchange their impressions of snack items of raw fruits and vegetables prepared in the classroom by teacher-helpers (aids or parents).
2. Pupils, upon prompting, may tell where the foods come from and who works in the home garden.

B. Learning Activities:
1. Pupils eat pieces of raw fruits and vegetables instead of juice and cookie snack. Comments be to exchanged with pupils and between pupils. Adults encourage pupils to take part by enjoying samples themselves. A small sprinkle of salt may entice some appetites.
2. Helping parents who bring fresh foods from own garden may elicit remarks from pupils about their own gardens, if any, and their roles as helper and consumer.
3. Visiting of neighborhood gardens may precede or follow the tasting experience.

C. Materials:
1. Parents and aides to prepare, wash, peel, slide or cut (and salt?) the vegetables and fruits snacks.
2. Especially during autumn, many garden resources are abundant and available for the asking.
3. Pupils delight in helping prepare the "tasting party."
4. Food handling requires soap-washing of hands.
5. Discuss why.
6. Fresh garden foods used successfully by one class included:

apples
pears
cucumbers
sweet peppers
young limas
sweet corn
september red cap
rasberries

late peaches
concord grapes
plums
cantalope
watermellon
squashes (tender, young)
carrots
turnips
cabbage
green beans

tomatoes, regular
cherry
peas
broccoli
cauliflower

use only perfect specimens-remove all peels and stems to avoid bitterness of taste.

APPENDIX A

UNIT AUTHOR AND SCHOOL

APPENDIX A

UNIT AUTHOR AND SCHOOL

Unit Number	Author	School
B-1	Nancy Hart	McVey
B-2	Nancy Hart	McVey
B-3	Henry Moore	Brookside
B-4	Elizabeth Miller	Leasure
B-5	Linda Weaver	Brookside
B-6	Betty Leonard Helen Morton	Maclary
B-7	Maxine Shay	Brookside
B-8	Nancy Hart	McVey
B-9	Betty Leonard Helen Morton	Maclary
B-10	Betty Leonard Helen Morton	Maclary
B-11	Betty Leonard Helen Morton	Maclary
B-12	Elizabeth Miller	Leasure
B-13	Nancy Hart	McVey
C-1	Elizabeth Miller	Leasure
C-2	Mike Cox	Brookside
C-3	Henry Rickerman	Brookside